Certified Personnel Evaluation Plan

Paintsville Independent Schools

305 Second Street
Paintsville, KY 41240

Approved by BOE 6/08/09

Committee:

Bryan Auxier – Principal Paintsville E.S.

Chuck McClure – Principal Paintsville H.S.

Matt Ratliff – Teacher Paintsville H.S.

Katie Webb – Teacher Paintsville E.S.

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ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Paintsville Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to the represented at the appeals.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 8, 2009.

Coy D. Samons_____   June 8, 2009_____
Coy D., Superintendent   Date

Denise Preece_____   June 8, 2009_____
Denise Preece, Chairperson, Board of Education   Date

District: **Paintsville Independent**   Evaluation Contact Person: **Katie Webb**   Date of Review: **5/12/2009**

Certified Personnel Evaluation Plan Checklist
Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	
			A. Plan developed by evaluation committee:
(3) (c) 1	4 (1)	1, 8	1. Equal number of teachers and administrators
	3	1, 8	2. Approved by local board of education
			B. Plan provides for:
	6	8	1. Designated contact person
	6(2)a	26	2. District trains primary evaluators in the local evaluation process
	5 (2)	8, 9, 13 & 26	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	37-58	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	7-12	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	3, 8 &23	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	8	7. Third party observer process
(3) (c) 3	4 (2) (b)	7	8. Observations conducted openly
	4 (2) (c)	3-12	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	3 & 9	10. Annual review of growth plans
	4 (2) (d)	12	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	11	12. Conference within one week of observation
	4 (2) (e)	12	13. Summative conference includes all evaluation data
	4 (2) (f)	10	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	11	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	11	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	12	17. Summative evaluations for administrators annually
	4 (2) (j)	3 & 12	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	11-12	19. Opportunity for written response/become part of official file
	4 (2)(m)	3 & 11	20. Copy of evaluation provided to evaluatee
(3) (c) 5		8 & 62	21. Corrective action process

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced*		C. Teacher and Administrator Evaluation forms include:
		Teacher Forms	Administrator Forms	
	5 (1)	37-53, 59 -134	54-58, 135-142	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		37-53, 59 -134	54-58, 135-142	2. List of performance criteria for teachers and administrators:
(a)		37-53, 59 -134	54-58, 135-142	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		37-53, 59 -134	54-58, 135-142	• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)		37-53, 59 -134	54-58, 135-142	• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		37-53, 59 -134	54-58, 135-142	• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		37-53, 59 -134	54-58, 135-142	• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		37-53, 59 -134	54-58, 135-142	• Performance of duties consistent with school, community goals and administrative regulations
(g)		37-53, 59 -134	54-58, 135-139	• Demonstration of use of resources, including technology
(h)		37-53, 59 -134	54-58, 135-142	• Demonstration of professional growth
(i)		37-53, 59 -134	54-58, 135-142	• Adherence to the professional code of ethics
(j)		37-53, 59 -134	54-58, 135-142	• Attainment of other established EPSB standards not included in above
(6)				D. Appeals process that includes:
	7 (1)	3, 7, 8, 11, & 12	3, 7, 8, 11, & 12	1. Right to a hearing
	7 (2)	13	13	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	15	15	3. Right to presence of chosen representative
	9	16	16	4. Opportunity to appeal to Kentucky Board of Education

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced*					C. Teacher and Administrator Evaluation forms include:
		Counselor	Media Spec.	Sp. Ed. Tch.	Speech Path.	Administrator	
	5 (1)	76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	2. List of performance criteria for teachers and administrators:
(a)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results

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(b)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research…, or school management skills based on validated managerial practices
(c)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Performance of duties consistent with school, community goals and administrative regulations
(g)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Demonstration of use of resources, including technology
(h)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Demonstration of professional growth
(i)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Adherence to the professional code of ethics
(j)		76-91	37-47, 92-108	37-47, 120-134	37-47, 109-119,	54-58, 135-142	• Attainment of other established EPSB standards not included in above
(6)							D. Appeals process that includes:
	7 (1)	3, 7, 8, 11, & 12	3, 7, 8, 11, & 12	3, 7, 8, 11, & 12	3, 7, 8, 11, & 12	3, 7, 8, 11, & 12	1. Right to a hearing
	7 (2)	13	13	13	13	13	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	15	15	15	15	15	3. Right to presence of chosen representative
	9	16	16	16	16	16	4. Opportunity to appeal to Kentucky Board of Education

The Certified Personnel Evaluation Plan
KRS 156.557 and 704 KAR 3:345
Adopted: June 8, 2009

Purposes of Evaluation of Certified Personnel

The evaluation and professional development intents are clear: to improve classroom instruction. Personnel evaluation is an important tool school districts utilize to help assure the public, community, parents, and students that providing a quality education is foremost. Evaluation system accountability lies primarily at the school-district level. Kentucky's Education Reform Act set goals with high academic expectations for students. Higher performance standards for teachers and school administrators were adopted in 1994. School-based decision-making councils, along with school personnel, have assumed responsibilities for many school operations and functions, including some aspects of curriculum and professional development. It is time to actively incorporate these expectations into the school administrator and teacher standards used in the professional growth and certified personnel evaluation system.

Local school district evaluation committees have great flexibility in designing the district evaluation plan, including procedures and forms used. State-mandated guidelines are provided to, as a quality control measure that ensures essential evaluation plan components, procedures, and processes are a part of each local district's evaluation plan. Fair, acceptable and consistent personnel evaluations can reinforce outstanding individual performance; can identify professional opportunities for individuals; and can provide supportive evidence for removing harmful or incompetent individuals. When these results occur, classroom instruction improves.

As a result of employing evaluation procedures, the Board of Education recognizes the importance of an evaluation plan for instructional and administrative personnel. The board recognizes its accountability of teachers and administrators to the pupils, the school system and the community. The evaluation process will provide support and documentation to the teacher and administrator when individual personnel decisions are necessary. This process will be conducted openly and with the full knowledge of evaluatee.

The Paintsville Independent Board of Education reaffirms its commitment to an evaluation system, conducted in a professional, positive climate, developed and supported by teachers and administrators, and directed toward the improvement of educational opportunities for the pupils of Paintsville Independent.

A professional growth plan is an integral component of the evaluation system. **__Thus, a professional growth plan, or improvement plan shall be discussed and formulated during the final conference__**. This plan should be based upon identified needs and should include goals and objectives and a listing of activities to help the teacher or administrator achieve the desired goals. Activities may include but not be limited to workshops, visits to other classrooms and schools, consultation with resource teachers and instructional supervisors, and review of relevant literature.

If a teacher or administrator believes that the evaluation results are incomplete or inaccurate, or that he/she was evaluated unfairly or incorrectly, he/she may submit the objections in writing. He/she may also file an appeal with the District's Appeals Committee.

The District Appeals Committee is composed of two (2) certified employees elected by the district's certified employees, and one (1) certified employee appointed by the Paintsville Independent Board of Education. (Policy 03.18)

The Certified Personnel Evaluation Plan Process

The Certified Personnel Evaluation Plan complies with KRS 156.557 and 704 KAR 3:345. The plan was developed by equal numbers of teachers and administrators as evidenced by sign-in sheets on file at the central office. Revisions by the committee occurred in the spring of 2009 and were approved by the board of education on June 8, 2009. The designated contact person is Katie Webb, Supervisor of Instruction.

Certified personnel will receive an explanation and copies of the plan no later than the end of the first month of reporting for employment for each school year.

All teachers receive copies of the Teacher Standards and job descriptions. Other documents made available to personnel are:
- Code of Ethics 16 KAR 1:020
- Certified Evaluation KRS 156.557
- Evaluation Guidelines 704 KAR 3:345
- KTIP 16 KAR 7:010
- Termination of Contract KRS 161.790
- Teacher Disciplinary Hearings 701 KAR 7:090
- BOE policy 03.18 and related procedures.

 These documents are used as indicators for job performance. The formative process is the data collection process. Data can be collected from a wide variety of sources. These sources may include, but are not limited to, observations, professional development activities, portfolio entries, products, conferences, work samples, reports, and walkthroughs. At the end of the formative data collection process, a summative report is compiled and shared with personnel. At this time a professional individual growth plan is developed.

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than **February 15** of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

The supervisor can, at any time, request that the professional individual growth plan be revised. If there is a need for an immediate change in behavior or the evaluatee "does not meet" a standard, the supervisor can implement a Corrective Action Plan. This

plan will be shared with personnel immediately with goals, objectives, timelines and evidence to be produced that the change in behavior has occurred.

Personnel, at any time, can use the appeals process outlined in BOE Policy 03.18.

Timeline for Evaluation Procedures:

Within 30 days of employment:

All certified staff members will receive a copy of the Paintsville Independent Certified School Personnel Evaluation Plan. An explanation will be provided to all staff within thirty (30) days of beginning work. The explanation will include a discussion of the forms and procedures to be used.

Principal notifies teachers who will be evaluated during the current school year.

July 1 through June 30

All observations, conferences, and data collection will occur. Annual review and development of Professional Individual Growth Plans will be conducted.

March 31   All evaluation forms and professional individual growth plans are submitted to Superintendent's office.

Non-Tenured Teacher, Counselor, Media Specialist, Gifted/Talented Teacher, Special Education Teacher, Assistant Principal, Preschool Coordinator, Speech Language Pathologist:

Evaluator:

The building principal assumes responsibility for the evaluation of teachers, media specialist, counselor(s) and assistant principal(s) in his/her building.

Intern teachers will be evaluated according to KTIP procedures. Procedures are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.

The Supervisor of Instruction and/or designee will evaluate Itinerant Teachers (those teachers who have classes from both Paintsville E.S. and Paintsville H.S.)

<u>Frequency:</u>

Intern teachers will be evaluated according to KTIP procedures. Procedures are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.

Each non-tenured personnel will be evaluated annually and will be formally observed at least two (2) times during the school year.

Multiple observations, feedback conferences and assistance will be conducted with non-tenured personnel whose performance is unsatisfactory, as determined by the immediate supervisor.

<u>Procedure:</u>

The evaluation of intern (KTIP) teachers shall follow the procedures as outlined in *The Kentucky Teacher Internship Program Assessment Handbook.* Intern teachers will be evaluated according to KTIP procedures. Procedures are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.

The evaluation of non-tenured personnel shall follow the procedures as described:
A. The principal will conduct a pre-observation conference for the purpose of explaining the evaluation forms, discussing the recording of data, and securing information about the class and course content.
B. The principal will provide the district evaluation instrument and request that he/she conduct a self-appraisal.
C. The principal will conduct the observation.
D. Within five (5) working days following the observation, the principal will conduct post-observation or feedback conferences to review the data gathered during the observation period. These conferences will offer the principal with opportunities to discuss the teaching/learning situation, to give guidance and encouragement and to provide specific recommendations for improvement.
E. The principal will examine all collected data and prepare the summative report.
F. Data can be collected from a wide variety of sources. These sources may include, but are not limited to, observations, professional development activities, portfolio entries, products, conferences, work samples, reports, and walkthroughs.
G. The final post-observation conference may serve as the summative conference.
H. A professional individual growth plan shall be developed cooperatively at this time. The principal will assist personnel to develop a plan for improvement or growth in specific areas. This plan will include goals, objectives, procedures/activities, additional support, expected impact and target dates for completion or review. The plan must also be aligned with the school/district improvement plans.

I.   The principal will provide a copy of the completed evaluation instrument to evaluatee.
J.   The principal will inform personnel that he/she may submit a written response and/or file an appeal with the District Appeals Committee. These documents will become part of the personnel file.
K.   The summative evaluation reports will be placed in the personnel file maintained at the central office along with a copy of the professional individual growth plan.

Tenured Teacher, Counselor, Media Specialist, Gifted/Talented Teacher, Special Education Teacher, Assistant Principal, Preschool Coordinator, Speech Language Pathologist:

Evaluator:

The building principal assumes responsibility for the evaluation of teachers, media specialist, counselor(s) and assistant principal(s) in his/her building.

The Supervisor of Instruction and/or designee will evaluate the Itinerant Teachers.

Frequency:

Beginning with the school year, 1992-1993, the evaluation cycle shall occur a minimum of once every three (3) years for each tenured teacher and shall include a minimum of one (1) formal observation and one (1) conference.

Multiple observations, feedback conferences and assistance will be conducted with tenured teachers/counselors/media specialists/assistant principals whose performance is unsatisfactory, as determined by the immediate supervisor.

Procedure:

A.   The principal will conduct a pre-observation conference for the purpose of explaining the evaluation forms, discussing the recording of data, and securing information about the class and course content.
B.   The principal will provide the district evaluation instrument and request that he/she conduct a self-appraisal.
C.   The principal will conduct the observation.
D.   Although only one (1) observation and conference are required for tenured personnel, the principal may choose to conduct additional observations and conferences if deemed necessary. The conference shall be conducted within five (5) working days of the observation.
E.   A professional growth plan will be developed cooperatively. This plan will serve to foster professional growth. This plan will include goals, objectives, procedures/activities, additional

support, expected impact and target dates for completion or review. The plan must also be aligned with the school/district improvement plans.

F. During the summative conference the principal will review the completed evaluation materials and any written comments with personnel and provide copies of the completed evaluation instrument.

G. The principal will inform the personnel that he/she may submit a written response and/or file an appeal with the District Appeals Committee. These documents will become part of the personnel file.

H. The summative evaluation reports will be placed in the personnel file maintained at the central office along with a copy of the professional individual growth plan.

ADMINISTRATORS:

Evaluator & Frequency:
The Superintendent/his designee will conduct an evaluation of central office administrators, building principals and other district personnel annually.

Procedure:

A. The Superintendent/his designee will direct central office administrators, building principals, and other district administrators to submit job descriptions for review and approval.

B. The Superintendent/his designee will request that administrators establish yearly goals and objectives for their particular areas of responsibilities.

C. The Superintendent/his designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators.

D. The Superintendent/his designee will confer with administrators at least one (1) time each year to discuss the summative evaluation forms and the progress toward attainment of stated goals.

E. The Superintendent/his designee will supply the administrator with a copy of the completed summative evaluation instrument and inform the administrator that he/she may submit a written response and/or file an appeal with the District Appeals Committee. These documents will become part of the personnel file.

F. A professional growth plan will be developed cooperatively. This plan will serve to foster professional growth. This plan will include goals, objectives, procedures/activities, additional support, expected impact and target dates for completion or review. The plan must also be aligned with the school/district improvement plans.

G. The summative evaluation reports will be placed in the personnel file maintained at the central office along with a copy of the professional individual growth plan.

SUPERINTENDENT:

Evaluator & Frequency:

Paintsville Independent Board of Education appraises the performance of the Superintendent annually.

Procedure:The Paintsville Independent Board of Education will comply with KRS 156.111.

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.[1]

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All summative evaluations shall be maintained in the employee's personnel file.[2]

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to

the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

[1]KRS 156.557, 704 KAR 003:345
 OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

02.14	Adopted/Amended: 07/16/1997 Order #: 3092
03.18	Adopted/Amended: 06/12/2006 Order #: 4427

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.

3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.

4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.

2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

3. The evaluatee may present relevant evidence in support of the appeal.

4. The evaluator may present evidence in support of the summative evaluation.

5. The Panel may question the evaluatee and evaluator.

6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.

7. Each party (evaluator and evaluatee) will be asked to make closing remarks.

8. The chairperson of the Panel will make closing remarks.

9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

   a. Upholding all parts of the original evaluation.

   b. Voiding the original evaluation or parts of it.

   c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.

11. The Superintendent may take appropriate action consistent with the Panel's decision.

12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:5/12/09

- CERTIFIED PERSONNEL -

Confidentiality of Records

Personnel evaluation records, specifically the personnel summative evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.

2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.

3. The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.

4. Records may be subpoenaed in cases where litigation occurs.

RELATED PROCEDURE:

03.15

Review/Revised:5/12/09

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title	**Building**	**Grade or Department**
_____	_____	_____

What specifically do you object to or why do you feel you were not fairly evaluated?
_____
_____
_____
_____
_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

_____   _____
                 Employee's Signature   ***Date***

RELATED PROCEDURES:

    03.18

                                                                    Review/Revised:05/12/09

-CERTIFIED PERSONNEL-

Evaluation Committee

EVALUATION COMMITTEE TASKS

The following tasks have been completed by the Evaluation Committee, which shall consist of equal numbers of teachers and administrators:

☐ Developing the processes to be used in formative and summative evaluations for certified positions below the level of District Superintendent.

☐ Developing all forms associated with the evaluation process.

☐ Establishing a procedure for certified employees to review their summative evaluation.

☐ Developing plan for providing assistance to certified employees in formulating their professional growth plans.

TRAINING OF EVALUATORS

In meeting the evaluation requirements of KRS 156.557, primary evaluators shall demonstrate competency in the following:

☐ Effective teaching practices,

☐ Techniques of classroom observation,

☐ Conducting conferences,

☐ Techniques for assisting in the development of professional growth plans,

☐ Conducting summative evaluations, and

☐ Using the District's evaluation forms.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur on a schedule as specified below:

Position	Annually	Every two (2) years	Every three (3) years
Superintendent	X		
Administrators	X		
Nontenured	X		
Tenured			X

Review/Revised: 05/12/09

16 KAR 1:020. Professional code of ethics for Kentucky school certified personnel.

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

156.557 Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

> (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
>
> (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
>
> (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
>
> (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
>
> (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
>
> (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
>
> (g) Demonstration of the effective use of resources, including technology;
>
> (h) Demonstration of professional growth;
>
> (i) Adherence to the professional code of ethics; and
>
> (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

> (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
>
> (b) The local evaluation system shall include formative evaluation and summative evaluation.
>
> > 1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
> >
> > 2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
> >
> > > a. Occur at the end of an evaluation cycle; and
> > >
> > > b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
>
> (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:

1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;

2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;

3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;

4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;

5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and

6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and

2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;

3. Assistance and support for improvement shall be provided by the school district; and

4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;

2. A clear time frame for proposed actions is provided the employee; and

3. The summative evaluation is subject to appeal. An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000
History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557
STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)
NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703

KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

(3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

16 KAR 1:010. Standards for certified school personnel.

RELATES TO: KRS 161.020, 161.028(1)(a), 161.030, 161.048(1)(d), 161.095, 161.120
STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), 161.030
 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board establish standards for obtaining and maintaining a teaching certificate. This administrative regulation establishes the standards required for certified school personnel to obtain or maintain certification.

 Section 1. Kentucky Teacher Standards for Preparation and Certification. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of teacher preparation programs.
 (1) Standard 1. The teacher demonstrates applied content knowledge. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
 (2) Standard 2. The teacher designs and plans instruction. The teacher designs and plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
 (3) Standard 3. The teacher creates and maintains learning climate. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
 (4) Standard 4. The teacher implements and manages instruction. The teacher introduces, implements, and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
 (5) Standard 5. The teacher assesses and communicates learning results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
 (6) Standard 6. The teacher demonstrates the implementation of technology. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
 (7) Standard 7. The teacher reflects on and evaluates teaching and learning. The teacher reflects on and evaluates specific teaching or learning situations or programs.
 (8) Standard 8. The teacher collaborates with colleagues, parents, and others.. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
 (9) Standard 9. The teacher evaluates teaching and implements professional development. The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
 (10) Standard 10. The teacher provides leadership within
the school, community, and profession. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being. (26 Ky.R. 503; Am. 750; eff. 10-11-99; recodified from 704 KAR 20:730, 7-2-2002; 34 Ky.R. 1074; 1686; eff. 2-1-2008.)

16 KAR 7:020. Principal Intern Program.

RELATES TO: KRS 161.020, 161.027, 161.028

STATUTORY AUTHORITY: KRS 161.027, 161.028

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.027 requires a certificate of legal credentials for each public school position for which a certificate is issued. KRS 161.027 requires that an applicant for certification as school principal with less than two (2) years of appropriate service complete a one (1) year intern program. This administrative regulation establishes the procedures to implement the Principal Intern Program required under KRS 161.027.

Section 1. An applicant for principal certification requesting exemption from the Principal Intern Program as allowed by KRS 161.027 shall have successful principal experience confirmed by the school official responsible for evaluating the applicant during the time of employment as a school principal.

Section 2. (1) An applicant who has successfully completed all prerequisites to certification specified by KRS 161.027 and KAR Title 16 and who has been issued either a statement of eligibility or a temporary certificate by the Kentucky Department of Education shall be eligible to participate in the Principal Intern Program specified by this administrative regulation.

(2) The principal internship specified by KRS 161.027 shall take place when a person holding either a valid statement of eligibility or temporary certificate is employed as a principal or full-time assistant principal in a public school or a nonpublic school that is accredited by a regional or national accrediting agency.

Section 3. (1) The purposes of the Principal Intern Program shall be:

(a) To provide beginning principals with the opportunity for learning under the supervision of experienced educators; and

(b) To provide continuing certification upon the demonstration of the principal intern's ability to meet the administrator standards established in Section 4(1) of this administrative regulation.

(2) These purposes shall be accomplished through the principal intern committee which shall be assigned to supervise, assist, and assess the principal intern.

Section 4. (1) The administrator standards used in the assessment of the principal intern shall be as follows:

(a) A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(b) A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(c) A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(d) A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests, and needs, and mobilizing community resources;

(e) A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner; and

(f) A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(2) The intern shall demonstrate to the intern committee the ability to meet the administrator standards through observations of performance and the preparation of a portfolio.

(3) The required entries in the portfolio shall be documentation which illustrates each of the administrator standards and the Principal Intern Program professional growth targets.

Section 5. (1) Members of the principal intern committee shall include a principal mentor, employing school district superintendent or designee, and an administrator educator.

(2) The principal mentor shall be selected by the superintendent of the school district employing the principal intern. Preference in selection shall be given to the following criteria in the order stated:

(a) A currently-employed principal within the employing district but outside the intern's school;

(b) A currently-employed principal within the employing school district;

(c) A currently-employed principal in a nearby school district; or

(d) A recently-retired successful principal.

(3) Selection of a principal mentor from another school district shall be subject to the approval of the superintendent of the proposed principal mentor. An assistant principal shall not serve in this capacity. If a principal mentor is not available through these options, a qualified person shall be identified by the Kentucky Department of Education.

(4) The superintendent of the employing local school district shall serve on the committee or shall appoint a designee who has had experience as a principal or assistant principal.

(5) An administrator educator, who is a faculty member in a state-approved administrator training program at an institution of higher education, shall be appointed by the Kentucky Department of Education in consultation with the employing institution of higher education. Preference in selection shall be given to an administrator educator who has had experience as a principal or an assistant principal. If an administrator educator is not available, the Kentucky Department of Education shall identify a person who has had principal experience. Preference in selection shall be given in the following order:

(a) A district level administrator with previous principal experience in the employing district;

(b) A district level administrator with previous principal experience in a nearby school district; or

(c) A recently retired successful principal.

Section 6. (1) Each member of the principal intern committee shall successfully complete a training program approved by the Kentucky Education Professional Standards Board in the supervision, assistance, and assessment of principal interns.

(2) Updated training shall be required for an intern committee member if:

(a) The member has not assessed an intern within the previous two (2) years; or

(b) The Principal Intern Program is revised.

(3) The training shall provide for a high degree of consistency of implementation throughout the state.

(4) The cost of travel expenses incurred during the training shall be reimbursed by the Kentucky Department of Education in accordance with 200 KAR 2:006.

(5) Training sessions shall be scheduled during the summer months if possible.

(6) Training for an administrator educator shall be scheduled through an institution of higher education.

Section 7. (1) The period of internship shall include the term of employment covered by the contract with the school district.

(2) If a principal intern is employed after the school year has commenced, the period of internship shall not be less than 140 contract days. If less than 140 contract days remain in the school year when the principal intern is hired, the period of internship shall continue into the following school year until a minimum of 140 contract days has been completed.

Section 8. (1) The school district employing a principal intern shall submit a confirmation of employment to the Kentucky Department of Education, Office of Teacher Education and Certification. Except in unforeseen circumstances, this confirmation shall be received by the Kentucky Department of Education not later than July 15 of the employment year.

(2) If a principal intern is employed after July 15, the confirmation of employment shall be submitted not later than twenty (20) calendar days following employment.

(3) Upon receipt of the confirmation of employment, the Kentucky Department of Education shall appoint the administrator educator member to the principal intern committee.

Section 9. The superintendent of the employing school district shall provide an orientation meeting for each principal intern to clearly inform the intern of the requirements of the program. At that time, or as soon as possible thereafter, the principal intern shall be provided the names of members of the principal intern committee.

Section 10. (1) The employing school district shall provide to the Kentucky Department of Education information related to the principal mentor and superintendent or designee who will serve as members of each principal intern committee as soon as these members are identified. The information shall include name, Social Security number, address, and telephone number.

(2) If a principal mentor is not available through the options specified in Section 5 of this administrative regulation, the employing school district shall request that the Kentucky Department of Education, Office of Teacher Education and Certification, assist in the identification of a principal mentor.

Section 11. (1) The superintendent of the local school district employing the principal intern shall schedule a meeting of the members of the principal intern committee to be held not later than fifteen (15) days following appointment of all committee members. At that time, the committee shall meet with the principal intern to clarify roles, procedures and expectations. The committee shall also select a chairperson who shall be responsible for scheduling all future visits and conferences and for the completion of required reports.

(2) The principal mentor shall spend a minimum of fifty (50) hours outside of scheduled school hours with the principal intern. The number of hours spent with the intern and the administrator standards and performance indicators addressed shall be reported to the principal intern committee at each committee meeting, and a final report of the total number of hours shall be made in writing by the committee to the superintendent of the local school district employing the principal intern. A copy of the committee's report confirming the number of hours spent by the principal mentor shall be submitted to the Kentucky Department of Education by the local school district in applying for reimbursement of funds as specified in Section 13(1) of this administrative regulation.

(3) Each committee member shall make a minimum of three (3) performance observations of the principal intern and conduct a review as described in subsection (4) of this section of the principal intern portfolio. Following each sequence of performance observations and portfolio review, all committee members shall meet to discuss observed performance and the portfolio. A conference shall then be held with the principal intern by committee members to provide information on the skill level on each administrator standard demonstrated and suggestions for professional growth.

(4) The committee shall follow these guidelines for scheduling a sequence of observations, portfolio review, meetings, and conferences:

(a) The sequence shall be conducted on days that are included in the intern's term of employment;

(b) There shall be a minimum of thirty (30) work days between each formal sequence; and

(c) Except for an internship provided pursuant to Section 7(2) of this administrative regulation, the three (3) sequences shall be completed by May 15.

(5) The final meeting of the principal intern committee shall include a decision reached by a majority vote regarding completion of the internship.

Section 12. (1) In arriving at a professional judgment of the completion of internship, the committee shall consider the progress of the principal intern throughout the entire school year, with particular emphasis on the progress demonstrated during the final months of the internship.

(2) At the completion of the internship experience, the chairperson shall report to the Kentucky Department of Education and to the superintendent of the employing local school district, if the superintendent is not a member of the committee, the committee's decision regarding the principal intern's completion of the intern program.

(3) If a principal intern's performance is judged by the intern committee to be unsatisfactory, the principal intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the principal intern does not successfully complete the internship during the period of validity of the statement of eligibility, the principal intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

Section 13. (1) The Kentucky Department of Education shall reimburse the school district employing the principal intern for the payment to each principal mentor of mileage expenses in accordance with 200 KAR 2:006 and for an amount not to exceed $1,000 to each principal mentor as compensation for out-of-school time spent with the principal intern.

(2) The Kentucky Department of Education shall contract with institutions of higher education to pay an amount of $300 for each administrator educator and for mileage expenses in accordance with 200 KAR 2:006. Each institution shall make its own determination as to the allocation of funds received from this program.

(3) If the administrator educator member of the committee does not represent an institution of higher education, the Kentucky Department of Education shall reimburse the appropriate agency or individual for mileage expenses in accordance with 200 KAR 2:006 and for an amount not to exceed $300.

(4) All costs for the superintendent or designee, except travel reimbursement to attend required training, shall be the responsibility of the local school district.

(5) A payment to a member of a principal intern committee for a secondary vocational principal intern shall be administered by the Kentucky Department of Education with reimbursement through the Cabinet for Workforce Development, Department for Technical Education.

Section 14. A complaint relative to the failure of the principal intern committee to comply with statutory and regulatory provisions of the Principal Intern Program shall be reviewed by a committee of four (4) persons appointed by the Kentucky Education Professional Standards Board. The review committee shall include one (1) principal, one (1) superintendent or designee, one (1) administrator educator, and one (1) employee of the Office of Teacher Education and Certification. If practical, a decision on the complaint shall be made within sixty (60) days following receipt of the complaint.

Section 15. The Kentucky Education Professional Standards Board shall collect and analyze data, on an annual or biennial basis, which permit evaluation of the Principal Intern Program covered by this administrative regulation. (14 Ky.R. 1996; eff. 5-9-88; Am. 23 Ky.R. 3420; 3765; eff. 5-12-97; 25 Ky.R. 2953; 26 Ky.R. 383; eff. 8-2-99; recodified from 704 KAR 20:470, 7-2-2002.)

161.790 Termination of contract by board -- Administrative hearing tribunal -- Sanctions.

(1) The contract of a teacher shall remain in force during good behavior and efficient and competent service by the teacher and shall not be terminated except for any of the following causes:

      (a) Insubordination, including but not limited to violation of the school laws of the state or administrative regulations adopted by the Kentucky Board of Education, the Education Professional Standards Board, or lawful rules and regulations established by the local board of education for the operation of schools, or refusal to recognize or obey the authority of the superintendent, principal, or any other supervisory personnel of the board in the performance of their duties;

      (b) Immoral character or conduct unbecoming a teacher;

      (c) Physical or mental disability; or

      (d) Inefficiency, incompetency, or neglect of duty, when a written statement identifying the problems or difficulties has been furnished the teacher or teachers involved.

(2) Charges under subsections (1)(a) and (1)(d) of this section shall be supported by a written record of teacher performance by the superintendent, principal, or other supervisory personnel of the district, except when the charges are brought as a result of a recommendation made under KRS 158.6455.

(3) No contract shall be terminated except upon notification of the board by the superintendent. Prior to notification of the board, the superintendent shall furnish the teacher with a written statement specifying in detail the charge against the teacher. The teacher may within ten (10) days after receiving the charge notify the commissioner of education and the superintendent of his intention to answer the charge, and upon failure of the teacher to give notice within ten (10) days, the dismissal shall be final.

(4) Upon receiving the teacher's notice of his intention to answer the charge, the commissioner of education shall appoint a three (3) member tribunal, consisting of one (1) teacher, who may be retired, one (1) administrator, who may be retired, and one (1) lay person, none of whom reside in the district, to conduct an administrative hearing in accordance with KRS Chapter 13B within the district. Priority for selection as a tribunal member shall be from a pool of potential tribunal members who have been designated and trained to serve as tribunal members on a regular and ongoing basis, pursuant to administrative regulations promulgated by the Kentucky Board of Education. Funds appropriated to the Department of Education for professional development may be used to provide tribunal member training. The commissioner of education shall name the chairman and set the date and time for the hearing. The hearing shall begin no later than forty-five (45) days after the teacher files the notice of intent to answer the charge.

(5) A hearing officer shall have final authority to rule on dispositive prehearing motions.

(6) The hearing may be public or private at the discretion of the teacher. At the hearing, a hearing officer appointed by the commissioner of education shall preside with authority to rule on procedural matters, but the tribunal shall be the ultimate trier of fact. The local board shall pay each member of the tribunal a per diem of one

hundred dollars ($100) and travel expenses.

(7) Upon hearing both sides of the case, the tribunal may by a majority vote render its decision or may defer its action for not more than five (5) days. Provisions of KRS Chapter 13B notwithstanding, the tribunal decision shall be a final order and may be rendered on the record.

(8) The superintendent may suspend the teacher pending final action to terminate the contract, if, in his judgment, the character of the charge warrants the action. If after the hearing the decision of the tribunal is against termination of the contract, the suspended teacher shall be paid his full salary for any period of suspension.

(9) The teacher shall have the right to make an appeal to the Circuit Court having jurisdiction in the county where the school district is located in accordance with KRS Chapter 13B. The review of the final order shall be conducted by the Circuit Court as required by KRS 13B.150.

(10) As an alternative to termination of a teacher's contract, the superintendent upon notifying the board and providing written notification to the teacher of the charge may impose other sanctions, including suspension without pay, public reprimand, or private reprimand. The procedures set out in subsection (3) of this section shall apply if the teacher is suspended without pay or publicly reprimanded. The teacher may appeal the action of the superintendent if these sanctions are imposed in the same manner as established in subsections (4) to (9) of this section. Upon completion of a suspension period, the teacher may be reinstated.

Effective: July 15, 2002
History: Amended 2002 Ky. Acts ch. 141, sec. 1, effective July 15, 2002. -- Amended 2000 Ky. Acts ch. 200, sec. 1, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 598, sec. 16, effective April 14, 1998. -- Amended 1996 Ky. Acts ch. 318, sec. 53, effective July 15, 1996; and ch. 362, sec. 6, effective July 15, 1996. -- Amended 1990 Ky. Acts ch. 476, Pt. II, sec. 85, effective July 13, 1990. -- Amended 1988 Ky. Acts ch. 370, sec. 1, effective July 15, 1988. -- Amended 1964 Ky. Acts ch. 41, sec. 6. -- Amended 1944 Ky. Acts ch. 98, sec. 1. -- Created 1942 Ky. Acts ch. 113, sec. 8.

701 KAR 5:090. Teacher disciplinary hearings.

RELATES TO: KRS 161.770, 161.790

STATUTORY AUTHORITY: KRS 156.070, 161.790(4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.790(4) requires the commissioner of education to appoint an impartial three (3) member tribunal to conduct an administrative hearing and make the final determination on charges concerning a local school district's proposal to discipline or place on involuntary leave a teacher if the teacher gives timely notice of his intent to answer the charges. This administrative regulation establishes administrative and hearing procedures with respect to the tribunal process and identifies the required training for tribunal members designated to serve as tribunal members on an ongoing basis.

Section 1. A local school district superintendent proposing to discipline (except for a private reprimand) or place on involuntary leave a teacher shall immediately, after notice to the employee, transmit a copy of the notice of the action to the commissioner of education, along with advice as to the date of the receipt of the notice by the employee.

Section 2. Continuances. (1)(a) If, after a requested hearing has been scheduled by the commissioner of education or his designee, a continuance is requested by the teacher, the teacher shall specifically and in writing waive the statutory hearing deadlines and any subsequent backpay award for the period of the requested continuance. A continuance initiated by the teacher shall not be granted without the appropriate waiver.

(b) If the continuance request was initiated by the school district, a waiver shall not be required.

(2) A continuance requested by the teacher may be granted for good cause shown, including pending criminal charges making it inadvisable for the employee to testify at an administrative hearing or late entry of an attorney into the case on behalf of the employee.

(3) A continuance requested by the school district, and not agreed to by the employee, may be granted upon documentation of an emergency or other circumstance making it impossible or prejudicially impractical for the district to adequately present its case at the scheduled hearing.

(4) A request for continuance made prior to the three (3) member tribunal convening shall be submitted in writing to the hearing officer.

Section 3. (1) To be a member of the pool of potential tribunal members who is designated to serve as a tribunal member on an ongoing basis, a person shall receive training on the following topics:

(a) The hearing process;

(b) The role of the tribunal;

(c) The role of the hearing officer;

(d) How to determine facts;

(e) Fundamental fairness;

(f) The law on teacher disciplinary actions (KRS 161.790); and

(g) The deliberative process.

(2) For attending training to become a member of the pool of potential tribunal members, a person shall receive a per diem of $100 and reimbursement of travel expenses from the Department of Education.

Section 4. (1) The local school district shall pay all travel expenses of the hearing officer.

(2) No later than the convening of the hearing, the local school district shall advise the tribunal members how to claim their per diem and travel expenses.

Section 5. A hearing before the tribunal shall be conducted in accordance with KRS Chapter 13B.

Section 6. (1) If, for any reason and after testimony has commenced, a tribunal member becomes unavailable to complete the hearing of the evidence of both parties, an appropriate substitute tribunal member shall be appointed by the commissioner of education and provided by the school district with a written transcript of all prior proceedings at the hearing unless waived under subsection (2) of this section.(2) A hearing may be concluded and a decision rendered by a two (2) member tribunal upon express agreement of both parties. (18 Ky.R. 217; eff. 9-6-91; Am. 23 Ky.R. 1425; 2466; eff. 12-5-96; 29 Ky.R. 805; 1271; eff. 11-12-2002.)

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge.

Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

1.2 Connects content to life experiences of student.

Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

1.4 Guides students to understand content from various perspectives.

Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

1.5 Identifies and addresses students' misconceptions of content.

Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

2.2 Uses contextual data to design instruction relevant to students.

Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives.

Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.

Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Establishes a positive learning environment.

Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students.

Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Provides a safe environment for learning.

Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.

Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.

Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.3 Uses summative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.

Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Communicates learning results to students and parents.

Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Allows opportunity for student self-assessment.

Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Uses available technology to implement instruction that facilitates student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Integrates student use of available technology into instruction.

Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses available technology to assess and communicate student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Demonstrates ethical and legal use of technology.

Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas for professional growth.

Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

10.2 Develops a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

10.5 Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.

10.6 Demonstrates performance of duties consistent with school, community goals and administrative regulations.

10.7 Adheres to professional code of ethics 16 KAR 1:020.

STANDARDS FOR GUIDANCE COUNSELING PROGRAMS

These standards were approved January 2005 by the Kentucky Education Professional Standards Board. The Kentucky Standards for Guidance Counselor Programs are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards and are incorporated by reference in 16 KAR 5:010 that include core curriculum experiences and demonstrated knowledge and skills.

PREAMBLE

Professional guidance counselors represent a significant and important component of the educational leadership team within the P-12 schools of the Commonwealth. The standards for training and preparation for guidance counselors evolved from a synthesis of the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) national counselor preparation standards. The standards acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of guidance counseling in the Commonwealth of Kentucky.

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K-12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors*, and the *ACA Code of Ethics*).

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;
2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
7. knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS
1. Program Development, Implementation, and Evaluation
   a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;
   b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;
   c. implementation and evaluation of specific strategies that meet program goals and objectives;
   d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
   e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
   f. strategies for seeking and securing alternative funding for program expansion; and
   g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance
   a. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
   b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;
   c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
   d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
   e. developmental approaches to assist all students and parents at points of educational

transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

    f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;

    g. systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

    h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

    a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

    b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

    c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

    d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

D. CLINICAL INSTRUCTION

For the School Counseling Program, practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor.

The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

PROGRAM OBJECTIVES AND CURRICULUM

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow:

1. PROFESSIONAL IDENTITY – studies that provide an understanding of all of the following aspects of professional functioning:

    a. history and philosophy of the counseling profession, including significant factors and events;

    b. professional roles, functions, and relationships with other human service providers;

    c. technological competence and computer literacy;

    d. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

    e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

    f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

h. ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY –** studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

   a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

   c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

   d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body;

   e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

   f. ethical and legal considerations.

3. **HUMAN GROWTH AND DEVELOPMENT** – studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

   a. theories of individual and family development and transitions across the life-span;

   b. theories of learning and personality development;

   c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

   d. strategies for facilitating optimum development over the life-span; and

   e. ethical and legal considerations.

4. **CAREER DEVELOPMENT** – studies that provide an understanding of career Development and related life factors, including all of the following:

   a. career development theories and decision-making models;

   b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

   c. career development program planning, organization, implementation, administration, and evaluation;

   d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

   e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques that are relevant to career planning and decision making;

g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

i. ethical and legal considerations.

5. **HELPING RELATIONSHIPS** – studies that provide an understanding of counseling and consultation processes, including all of the following:

a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and

g. ethical and legal considerations.

6. **GROUP WORK** – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of

group leaders and leadership styles;

 c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

 d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

 e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups;

 f. professional preparation standards for group leaders; and

 g. ethical and legal considerations.

7. **ASSESSMENT** – studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

 a. historical perspectives concerning the nature and meaning of assessment;

 b basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

 c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

 d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

 e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

 f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

 g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

 h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

 i. ethical and legal considerations.

8. **RESEARCH AND PROGRAM EVALUATION** – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

 a. the importance of research and opportunities and difficulties in conducting research in the counseling profession;

 b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

 c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

 d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

 e. use of research to improve counseling effectiveness; and

 f. ethical and legal considerations.

Educational Leadership Policy Standards:
ISLLC 2008

as adopted by the
National Policy Board for
Educational Administration
on December 12, 2007

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

The following organizations and councils are members of the National Policy Board for Educational Administration (NPBEA): American Association of Colleges for Teacher Education, American Association of School Administrators, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council for Accreditation of Teacher Education, National Council of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration.

Educational Leadership Policy Standards: ISLLC 2008

For the past two years, the NPBEA Interstate School Leaders Licensure Consortium (ISLLC) Steering Committee has been working to revise the ISLLC Standards. This steering committee asked each NPBEA organization to obtain input from their respective constituencies regarding the revision of the ISLLC Standards. The NPBEA/ISLLC Steering Committee also created a national Research Panel that identified the research base for updating the ISLLC Standards. A document, to be released in the spring of 2008 by CCSSO, will present the updated standards, explain the research behind the revisions, and provide other material explaining how the policy standards can be used. This following document is to present the standards and functions that were approved by the NPBEA Executive Board on December 12, 2007.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
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Elizabeth Burmaster (Wisconsin), Past President
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Educational Leadership Policy Standards: ISLLC[1] 2008 *as adopted by the National Policy Board for Educational Administration on December 12, 2007*

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

Functions

Collaboratively develop and implement a shared vision and mission

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Create and implement plans to achieve goals

Promote continuous and sustainable improvement

Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions

Nurture and sustain a culture of collaboration, trust, learning, and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of the most effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

[1] Interstate School Leaders Licensure Consortium

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families and caregivers

Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

Ensure a system of accountability for every student's academic and social success

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity, and diversity

Consider and evaluate the potential moral and legal consequences of decision-making

Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

Advocate for children, families, and caregivers

Act to influence local, district, state, and national decisions affecting student learning

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Technology Standards *for* School Administrators

I. Leadership and Vision:

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.

B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.

C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

D. use data in making leadership decisions.

E. advocate for research-based effective practices in use of technology.

F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.

B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice:

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

A. model the routine, intentional, and effective use of technology.

B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

D. engage in sustained, job-related professional learning using technology resources.

E. maintain awareness of emerging technologies and their potential uses in education.

F. use technology to advance organizational improvement.

Framework, Standards, and Performance Indicators

IV. Support, Management, and Operations:

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
B. implement and use integrated technology-based management and operations systems.
C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation:

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues:

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
C. promote and enforce privacy, security, and online safety related to the use of technology.
D. promote and enforce environmentally safe and healthy practices in the use of technology.
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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"This material was originally produced as a project of the Technology Standards for School Administrators Collaborative."

Paintsville Independent Schools
Certified Evaluation
PRE OBSERVATION FORM
(rev. 5/12/09)

Name:		Date of Conference:			Lesson Length:	
School:		Age/Gd Level:			# of Students:	
Subject:		Topic:			# of IEP Students:	

Date of Lesson: _____   **Time of Lesson:** _____

Core Content:

What do you want your students to know?

How will you assess your students?

___ Open Response
___ Questioning
___ Portfolio
___ Performance Event or Exhibition
___ Anecdotal
___ Checklist
___ Conference
___ Observe
___ Self-Assessment or Reflection
___ Problem-Solving
___ Product

Are there any special/unique situations? Explain.

Areas of Individual Growth Plan that are addressed.

I have received a copy of the Pre-Observation Form after a discussion with my supervisor.

Signature: _____   Date: _____

Evaluator : _____   Date: _____

Paintsville Independent Schools **FORMATIVE EVALUATION REPORT** (revised 05/12/09)		
Evaluatee		Evaluator
Date Observed		Observation #

Positive Observations:
Suggested Improvements:
Evaluatee Comments:
I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. I have received a copy of this document.

Signature of Evaluatee	Date
Signature of Evaluator	Date

Individual Professional Growth Plan
(rev. 05/12/09)

Name: _____ Date: _____ School Year: _____ School: _____

Tenured: _____ Non-Tenured: _____

Identified School/District Improvement Plan Goal and/or Objective
(Individual Growth Plan **must** align with specific goals and objectives of school/district improvement plan.)

Present Professional Development Stage	Goal (s)	Objective (s)	Procedures and Activities	Additional Support	Expected Impact	Target Dates for Completion or Review

Professional Growth Plan Stages: O=Orientation/Awareness A= Preparation/Application I=Implementation/Management R=Refinement/Impact

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:	Annual Review: ____ Achieved_____ Revised_____ Continued _____
Employee Signature & Date	Employee Signature & Date
Supervisor's Signature & Date	Supervisor's Signature & Date

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation OR when an immediate change is required in teacher behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
For

_____

Date _____   Work Site _____

Standard No.	*Present PG Stage	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(Attach more pages if necessary) * Professional Growth Plan Stages:
O=Orientation/Awareness A= Preparation/Application I=Implementation/Management R=Refinement/Impact

Evaluatee's Comments:

Evaluator's Comments:

Individual Correction Action Plan Developed:	Status:

	Achieved ___ Revised____ Continued ____
_____ _____ (Evaluatee's Signature) (Date)	_____ _____ (Evaluatee's Signature) (Date)
_____ _____ (Evaluator's Signature) (Date)	_____ _____ (Evaluator's Signature) (Date)

SUMMATIVE CONFERENCING FORM

Classroom Teacher
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN AND
SUMMATIVE EVALUATION
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee/Observee_____   Position_____   Tenured: _____   Non-Tenured: _____

Evaluator/Observer_____   Position_____

Date of Conference (Analysis) _____   Work Site_____

The ten standards and criteria included in the evaluation instrument describe what effective teachers do in authentic teaching situation and those teaching behaviors and processes that are most critical to student learning. They imply more than the mere demonstration of teaching competencies. They imply consistent quality performances on teaching tasks. Authentic teaching tasks provide opportunities and contexts for performances by teachers while developing the following skills in their students.

1. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
2. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
7. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
8. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
10. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

An evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

If half or more of the performance criteria for a standard are marked Does Not Meet, a Corrective Action Plan must be developed following the guidelines in the Paintsville Independent Certified Evaluation Policy.

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	Meets	Growth Needed	Does Not Meet	Not Applicable		
1.1	**Communicates concepts, processes, and knowledge.** Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.					
1.2	**Connects content to life experiences of student** Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.					
1.3	**Demonstrates instructional strategies that are appropriate for content and contribute to student learning.** Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.					
1.4	**Guides students to understand content from various perspectives.** Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.					
1.5	**Identifies and addresses students' misconceptions of content.** Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.					
Overall Rating for Standard 1						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION		More than one rating can be checked				Discussion Topics
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**		
2.1	**Develops significant objectives aligned with standards.** Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.					
2.2	**Uses contextual data to design instruction relevant to students**. Plans and designs instruction that is based on significant contextual and pre-assessment data.					
2.3	**Plans assessments to guide instruction and measure learning objectives**. Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.					
2.4	**Plans instructional strategies and activities that address learning objectives for all students.** Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.					
2.5	**Plans instructional strategies and activities that facilitate multiple levels of learning.** Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.					
Overall Rating for Standard 2						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
3.1	**Communicates high expectations.** Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.					
3.2	**Establishes a positive learning environment.** Maintains a fair, respectful, and productive classroom environment conducive to learning.					
3.3	**Values and supports student diversity and addresses individual needs.** Consistently uses appropriate and responsive instructional strategies that address the needs of all students.					
3.4	**Fosters mutual respect between teacher and students and among students.** Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.					
3.5	**Provides a safe environment for learning** Maintains a classroom environment that is both emotionally and physically safe for all students.					
Overall Rating for Standard 3						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				
		Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	Discussion Topics
4.1	**Uses a variety of instructional strategies that align with learning objectives and actively engage students.** Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.					
4.2	**Implements instruction based on diverse student needs and assessment data.** Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.					
4.3	**Uses time effectively.** Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.					
4.4	**Uses space and materials effectively.** Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.					
4.5	**Implements and manages instruction in ways that facilitate higher order thinking.** Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.					
Overall Rating for Standard 4						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				
		Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
5.1	**Uses pre-assessments.** Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.					
5.2	**Uses formative assessments.** Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.					
5.3	**Uses summative assessments.** Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.					
5.4	**Describes, analyzes, and evaluates student performance data.** Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice					
5.5	**Communicates learning results to students and parents.** Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.					
5.6	**Allows opportunity for student self-assessment.** Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.					
Overall Rating for Standard 5						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.		More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable	
6.1	**Uses available technology to design and plan instruction.** Uses appropriate technology to design and plan instruction that supports and extends learning of all students.					
6.2	**Uses available technology to implement instruction that facilitates student learning**. Designs and implements research-based, technology-infused instructional strategies to support learning of all students.					
6.3	**Integrates student use of available technology into instruction.** Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.					
6.4	**Uses available technology to assess and communicate student learning.** Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.					
6.5	**Demonstrates ethical and legal use of technology.** Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.					
Overall Rating for Standard 6						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs.		More than one rating can be checked				Discussion Topics
	Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
7.1	**Uses data to reflect on and evaluate student learning.** Uses formative and summative performance data to determine the learning needs of all students.					
7.2	**Uses data to reflect on and evaluate instructional practice.** Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.					
7.3	**Uses data to reflect on and identify areas for professional growth.** Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.					
Overall Rating for Standard 7						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				Discussion Topics
	Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**		
8.1	**Identifies students whose learning could be enhanced by collaboration.** Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.					
8.2	**Designs a plan to enhance student learning that includes all parties in the collaborative effort.** Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.					
8.3	**Implements planned activities that enhance student learning and engage all parties.** Explains how the collaboration to enhance student learning has been implemented.					
8.4	**Analyzes data to evaluate the outcomes of collaborative efforts.** Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.					
Overall Rating for Standard 8						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				Discussion Topics
STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.		**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
9.1	**Self assesses performance relative to Kentucky's Teacher Standards.** Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.					
9.2	**Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.** Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.					
9.3	**Designs a professional growth plan that addresses identified priorities.** Designs a clear, logical professional growth plan that addresses all priority areas.					
9.4	**Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.** Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.					
Overall Rating for Standard 9						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.		Meets	Growth Needed	Does Not Meet	Not Applicable	
10.1	**Identifies leadership opportunities that enhance student learning and/or professional environment of the school.** Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.					
10.2	**Develops a plan for engaging in leadership activities.** Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.					
10.3	**Implements a plan for engaging in leadership activities.** Effectively implements the leadership work plan.					
10.4	**Analyzes data to evaluate the results of planned and executed leadership efforts.** Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.					
10.5	**Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.**					
10.6	**Demonstrates performance of duties consistent with school, community goals and administrative regulations.**					
10.7	**Adheres to professional code of ethics 16 KAR 1:020.**					
Overall Rating for Standard 10						

SUMMATIVE EVALUATION
FOR CLASSROOM TEACHERS
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee _____   Position _____

Evaluator _____   Position _____

Work Site _____   Tenured: _____ Non-Tenured: _____

Date(s) of Observation(s)   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conference(s)   1st_____   2nd_____   3rd_____   4th_____

Ratings

Teacher Standards	Meets Individual Standard	Growth Needed	* Does Not Meet
1. Demonstrates Applied Content Knowledge			
2. Designs and Plans Instruction			
3. Creates and Maintains Learning Climate			
4. Implements and Manages Instruction			
5. Assesses and Communicates Learning Results			
6. Demonstrates the Implementation of Technology			
7. Reflects On and Evaluates Teaching and Learning			
8. Collaborates with Colleagues/Parents/Others			
9. Evaluates Teaching and Implements Professional Development			
10. Provides Leadership Within School/Community/Profession			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) listed below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____
7. _____   8. _____   9. _____   10. _____

Evaluatee's Comments:
_____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

THIS REVIEW HAS BEEN DISCUSSED WITH THE EMPLOYEE WHO HAS BEEN GIVEN A COPY. SIGNATURES ACKNOWLEDGE COMPLETION OF THE EVALUATION AND NOT NECESSARILY AGREEMENT.

Evaluatee

___ Agree with this summative evaluation.

___ Disagree with this summative evaluation.

Signature: _____ Date: _____

Evaluator   Signature: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Paintsville Independent District's evaluation plan.

For District Office:	
	Meets administrator standards
	Growth needed for administrator standards
	Does not meet administrator standards

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.

*A rating in the "does not meet" column requires the development of an Individual Corrective Action Plan

DATA COLLECTION SUMMARY
COUNSELOR

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee _____
Content Area_____
Grade(s)_____

Observor _____   **Position** _____

Classroom Observation Information (if applicable):

Date _____   **Unit of Study/Lesson** _____
Time _____

Content Standards Covered

_____

Academic Expectations No.'s

_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1. Program Management, Research, and Evaluation

1.1 Develops a process for planning, implementing and evaluating a guidance/counseling program for the school.	1.6 Determines objectives to be met through the guidance and counseling program.
1.2 Assist annually in the development of the Guidance Plan for the District.	1.7 Communicates with school council, faculty, administrators, students, and parents about the design, importance, and effectiveness of the program.
1.3 Assist annually in the evaluation of the district Guidance Plan to assure that it is contributing to the school's mission and goals.	1.8 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.4 Determines needs and priorities for the program.	1.9 Makes use of information systems and technology in implementing the guidance/counseling program.
1.5 Participates with the faculty regarding instruction and curriculum development for the school.	**Standard 1. Considerations for professional growth plan**

STANDARDS/PERFORMANCE CRITERIA

STANDARD 2. DEVELOPMENT OF GUIDANCE CURRICULUM	
2.1 Provides a developmentally appropriate, preventive guidance program to all students.	2.7 Modifies the curriculum as needed to continually meet the needs of all students.
2.2 Promotes mental health skills necessary for academic success, self sufficiency and responsible group membership.	2.8 Guide individuals and groups of students through the development of educational and career plans.
2.3 Assesses the developmental needs of all students.	2.9 Provides guidance services for maximizing personal growth and development.
2.4 Addresses academic expectations and school-to-work initiatives.	2.10 Assist teachers in attaining the goals of the guidance/counseling program.
2.5 Prepares students for successful transitions.	**Standard 2. Considerations for professional growth plans**
2.6 Evaluates the results of the guidance curriculum's impact.	

STANDARDS/PERFORMANCE CRITERIA

Standard 3. Individual/Small Group Counseling	
3.1 Provides a safe, confidential setting in which students present their needs and concerns.	3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
3.2 Promotes wellness.	3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)
3.3 Responds to crises.	3.7 Intervenes in problem/conflict situations and conducts follow-up sessions.
3.4 Communicates empathy and understanding.	**Standard 3. Considerations for professional growth plan**

STANDARDS/PERFORMANCE CRITERIA

Standard 4. Consultation/Collaboration	
4.1 Work cooperatively with others to assist them in meeting the needs of their students.	4.7 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory councils and/or school committees.
4.2 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.	4.8 Facilitates successful communication between and among teachers, parents, teacher and teacher.
4.3 Interprets relevant information concerning the developmental needs of students.	4.9 Works with teachers and administrators to promote positive behavior management and support intervention strategies and management techniques that are fair and respect diversity.
4.4 Reduces barriers to student learning through direct referred services.	4.10 Consult with external community and professional resources.
4.5 Facilitate new student integration into the school environment.	**Standard 4. Considerations for professional growth plan**
4.6 Works with teachers to provide support for students in a crises situation.	

Standards/Performance Criteria

Standard 5. Coordination	
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.	5.4 Maintains a cooperative working relationship with community resources.
5.2 Uses an effective referral process for assisting students and others to use special programs and services.	5.5 Assists in providing a successful transition from one level of education to the next (i.e., elementary to middle)
5.3 Identifies community agencies for referral of student.	**Standard 5. Considerations for professional growth plan**

STANDARDS/PERFORMANCE CRITERIA

Standard 6. Evaluation	
6.1 Collaborates with school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.	6.5 Uses assessment results and other sources of student data in formulating student career/graduation plans.
6.2 Participates in the planning and evaluation of the school testing program.	6.6 Coordinates student records to ensure the confidentiality of assessment data.
6.3 Collaborates with staff concerning assessment of special needs students.	6.7 Provides orientation sessions for faculty, students, and parents regarding the assessment program.
6.4 Assist with assessment, interpretations, and communication learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles	**Standard 6. Considerations for professional growth plan**

STANDARDS/PERFORMANCE CRITERIA

Standard 7. Adheres to Professional Standards	
7.1 Acts within legal and ethical guidelines.	7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.2 Adheres to Professional Code of Ethics 16 KAR 1:020	**Standard 7. Considerations for professional growth plans**
7.3 Adheres to federal/state laws and regulations related to education and child protection.	

STANDARDS/PERFORMANCE CRITERIA

Standard 8. Demonstrates Professional Leadership	
8.1 Acts in a manner that will build positive relationships within and between school and community.	8.6 Initiates and develops educational projects and programs.
8.2 Promotes leadership potential in colleagues.	8.7 Practices effective listening, conflict resolution, and group facilitation skills.
8.3 Participates in professional organizations and activities.	8.8 Works with colleagues to create and maintain an effective learning climate within the school.
8.4 Writes and speaks effectively.	**Standard 8. Considerations for professional growth plan**
8.5 Participates in the development of curriculum and selection of instructional materials.	

STANDARDS/PERFORMANCE CRITERIA

Standard 9. Engages in Professional Development	
9.1 Establishes priorities for professional growth	9.3 Modifies own professional development plan to improve performance and promote student learning.
9.2 Implements knowledge and skills acquired through professional development.	**Standard 9. Considerations for professional growth plan**

STANDARDS/PERFORMANCE CRITERIA

Standard 10. Demonstrates Implementation of Technology	
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.	10.10 Practices equitable and legal use of computers and technology in both professional and personal activities.
10.2 Uses terminology related to computers and technology appropriately in written and oral communication.	10.11 Facilitates the lifelong learning of self and others through the use of technology.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.4 Demonstrates basic knowledge of computer/peripherals parts and attends to simple connections and installations.	10.13 Applies research-based instructional practices that use computers and other technology.
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.14 Designs lessons that integrate computers and other technology to create effective grouping to meet the needs of diverse learners.
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	10.15 Uses technology to support multiple assessments of student learning.
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.	10.16 Designs lessons that ask students to practice the equitable, ethical, and legal use of technology.
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.	**Standard 10. Considerations for professional growth plan**
10.9 Designs lessons that include technology and human issues to address diverse students needs and different learning styles.	

SUMMATIVE EVALUATION FORM
For Counselors
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDIUAL GROWTH PLAN AND
SUMMATIVE EVALUATION
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the counselor's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee _____   **Position** _____

Evaluator _____   **Position** _____

Work Site _____   **Tenured:** _____ **Non-Tenured:** _____

Date(s) of Observation(s)   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conference(s)   1st_____   2nd_____   3rd_____   4th_____

The primary purpose of the evaluation system is to assist individuals in professional growth and development. This will enable individuals to develop and maintain skills necessary for aiding students in achieving academic expectations.

We recognize that leadership in schools and districts is a complex, multi-faceted task. Effective school leaders are strong educators who anchor their work on the central issues of learning and teaching, and school improvement. They are advocates for the children and communities they serve. They value and care for others, as individuals and as members of the educational community.

We acknowledge that there are differences in leadership that correspond to various roles. We also believe that issues of teaching and learning and creating positive learning environments is the heart and sole of effective leadership and are central to any leadership position in the district. Therefore, this evaluation instrument will be used to evaluate the effectiveness of all counselors in the district.

The following standards reflect the characteristics of effective school counselors:

1   Demonstrates Proficiency in Program Management, Research, and Evaluation
2   Demonstrates the ability to develop an effective Guidance Curriculum.
3   Demonstrates the ability to conduct effective Individual and Small Group Counseling Sessions
4   Consults and Collaborates effectively with parents, teachers, students, and administrators.
5   Coordinates Guidance Program with other Programs in the School
6   Demonstrates the ability to Effectively Evalutate school programs
7   Adheres to Professional Standards
8   Demonstrates Professional Leadership
9   Engages in Appropriate Professional Development Activities
10   Demonstrates Implementation of Technology

An evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

If half or more of the performance criteria for a standard are marked Does Not Meet, a Corrective Action Plan must be developed following the guidelines in the Paintsville Independent Certified Evaluation Policy.

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 1. Program Management, Research, and Evaluation		More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable	
1.1	Develops a process for planning, implementing and evaluating a guidance/counseling program for the school.					
1.2	Assist annually in the development of the Guidance Plan for the District					
1.3	Assist annually in the evaluation of the district Guidance Plan to assure that it is contributing to the school's mission and goals.					
1.4	Determines needs and priorities for the program					
1.5	Participates with the faculty regarding instruction and curriculum development for the school					
1.6	Determines objectives to be met through the guidance and counseling program					
1.7	Communicates with school council, faculty, administrators, students, and parents about the design, importance, and effectiveness of the program					
1.8	Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.					
1.9	Makes use of information systems and technology in implementing the guidance/counseling program					
Overall Rating for Standard 1						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 2. Development of Guidance Curriculum	**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**		
2.1	Provides a developmentally appropriate, preventive guidance program to all students					
2.2	Promotes mental health skills necessary for academic success, self sufficiency and responsible group membership					
2.3	Assesses the developmental needs of all students					
2.4	Addresses academic expectations and school-to-work initiatives					
2.5	Prepares students for successful transitions					
2.6	Evaluates the results of the guidance curriculum's impact.					
2.7	Modifies the curriculum as needed to continually meet the needs of all students					
2.8	Guide individuals and groups of students through the development of educational and career plans					
2.9	Provides guidance services for maximizing personal growth and development					
2.10	Assist teachers in attaining the goals of the guidance/counseling program					
Overall Rating for Standard 2						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 3. Individual/Small Group Counseling	Meets	Growth Needed	Does Not Meet	Not Applicable		Discussion Topics
3.1	Provides a safe, confidential setting in which students present their needs and concerns					
3.2	Promotes wellness					
3.3	Responds to crises					
3.4	Communicates empathy and understanding					
3.5	Utilizes a broad range of techniques and accepted theories appropriate to school counseling					
3.6	Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers					
3.7	Intervenes in problem/conflict situations and conducts follow-up sessions					
Overall Rating for Standard 3						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 4. Consultation/Collaboration	**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**		
4.1	Work cooperatively with others to assist them in meeting the needs of their students					
4.2	Consults with parents, faculty, staff, administrators, and others to enhance their work with students.					
4.3	Interprets relevant information concerning the developmental needs of students.					
4.4	Reduces barriers to student learning through direct referred services					
4.5	Facilitate new student integration into the school environment					
4.6	Works with teachers to provide support for students in a crises situation					
4.7	Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory councils and/or school committees.					
4.8	Facilitates successful communication between and among teachers, parents, teacher and teacher					
4.9	Works with teachers and administrators to promote positive behavior management and support intervention strategies and management techniques that are fair and respect diversity.					
4.10	Consult with external community and professional resources					
Overall Rating for Standard 4						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				Discussion Topics
Standard 5. Coordination		Meets	Growth Needed	Does Not Meet	Not Applicable	
5.1	Coordinates with school and community personnel, including school councils, to provide resources for students					
5.2	Uses an effective referral process for assisting students and others to use special programs and services.					
5.3	Identifies community agencies for referral of students.					
5.4	Maintains a cooperative working relationship with community resources					
5.5	Assists in providing a successful transition from one level of education to the next (i.e., elementary to middle)					
Overall Rating for Standard 5						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				Discussion Topics
Standard 6. Evaluation		Meets	Growth Needed	Does Not Meet	Not Applicable	
6.1	Collaborates with school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests					
6.2	Participates in the planning and evaluation of the school testing program					
6.3	Collaborates with staff concerning assessment of special needs students					
6.4	Assist with assessment, interpretations, and communication learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning style					
6.5	Uses assessment results and other sources of student data in formulating student career/graduation plans					
6.6	Coordinates student records to ensure the confidentiality of assessment data					
6.7	Provides orientation sessions for faculty, students, and parents regarding the assessment program					
Overall Rating for Standard 6						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 7. Adheres to Professional Standards	**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**		
7.1 Acts within legal and ethical guidelines						
7.2 Adheres to professional Code of Ethics 16 KAR 1:020.						
7.3 Adheres to federal/state laws and regulations related to education and child protection						
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action						
7.5 Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.						
7.6 Adheres to school board policies and administrative procedures						
7.7 Demonstrates performance of duties consistent with school, community goals and administrative regulations.						
Overall Rating for Standard 7						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 8. Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Not Applicable		Discussion Topics
8.1	Acts in a manner that will build positive relationships within and between school and community					
8.2	Promotes leadership potential in colleagues					
8.3	Participates in professional organizations and activities					
8.4	Writes and speaks effectively					
8.5	Participates in the development of curriculum and selection of instructional materials					
8.6	Initiates and develops educational projects and programs.					
8.7	Practices effective listening, conflict resolution, and group facilitation skills.					
8.8	Works with colleagues to create and maintain an effective learning climate within the school.					
Overall Rating for Standard 8						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 9. Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Not Applicable		Discussion Topics
9.1	Establishes priorities for professional growth					
9.2	Implements knowledge and skills acquired through professional development					
9.3	Modifies own professional development plan to improve performance and promote student learning					
Overall Rating for Standard 9						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 10. Demonstrates Implementation of Technology	Meets	Growth Needed	Does Not Meet	Not Applicable		
10.1 Operates a multimedia computer and peripherals to install and use a variety of software						
10.2 Uses terminology related to computers and technology appropriately in written and oral communication						
10.3 Demonstrates knowledge of the use of technology in business, industry, and society						
10.4 Demonstrates basic knowledge of computer/peripherals parts and attends to simple connections and installations						
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras						
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction						
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction						
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs						
10.9 Designs lessons that include technology and human issues to address diverse students needs and different learning styles						
10.10 Practices equitable, and legal use of computers and technology in both professional and personal activities						
10.11 Facilitates the lifelong learning of self and others through the use of technology						
10.12 Explores, uses, and evaluates technology resources: software applications and related documents						
10.13 Applies research-based instructional practices that use computers and other technology.						
10.14 Designs lessons that integrate computers and other technology to create effective grouping to meet the needs of diverse learners						
10.15 Uses technology to support multiple assessments of student learning						
10.16 Designs lessons that ask students to practice the equitable, ethical, and legal use of technology						
Overall Rating for Standard 10						

DATA COLLECTION SUMMARY
MEDIA SPECIALIST
(rev. 5/12/09)

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee _____   **Content Area** _____ **Grade(s)** _____

Observer _____   **Position** _____

Classroom Observation Information:

Date _____   **Unit of Study/Lesson** _____
Time _____

                                 Core Content Standards _____
                                   Academic Expectations _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

Standard 1. Demonstrates Proficiency in the Management and Administration of the Library Media Center

1.1 Plans long-range goals of the library media center program with faculty, administration and students.	1.9 Solicits suggestions from and communicates with faculty and students about service, materials, programs, and facilities.
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.	1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.
1.3 Administers the budget according to the goals and objectives of the program	1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library.	1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
1.5 Develops library media center policies, eg. Materials selection, collection development, circulation, challenged materials, copyright and technology.	1.13 Responsible for the proper use of the facility, materials, and equipment.
1.6 Administers a library media program that utilizes flexible access.	1.14 May plan and/or participate in special projects or proposals, eg. book fairs
1.7 Develops plans for maintaining a technologically current facility and program.	1.15 Trains and supervises library media center clerical staff, volunteers and student helpers.
1.8 Organizes, classifies, and catalogs library media materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of congress, MARC format.	**Standard 1. Considerations for professional growth plan**.

Standards/Performance Criteria

Standard 2. Provides Exemplary Resources Through Collection Development	
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials	2.6 Keeps a card or automated catalog current
2.2 Possess broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.	2.7 Maintains statistical records and shelf list needed to verify collections of the library media center holdings
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional judgment recommendations	2.8 Makes general repairs, weeds collection, and takes annual inventory.
2.4 Maintains a professional collection	**Standard 2. Considerations for professional growth plan**
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the schools curriculum and educational philosophy.	

Standard 3. Provides Effective Library Media Services

3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school	3.9 Makes the library media center and its resources accessible to students and faculty.
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	3.10 Provides orientation for new faculty and students.
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	3.11 Maintains effective communication with staff and students, eg. Informs faculty and students of new acquisitions and services.
3.4 Provides the leadership role and expertise for the incorporation of information and instructional technologies into the school curriculum.	3.12 Facilitates the circulation of materials among schools in the district or with other agencies.
3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.	3.13 Is available as a personal resource for all students and faculty.
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.	3.14 Provides the resources and promotes recreational reading for the school community.
3.7 Assist faculty in the selection of materials to supplement classroom instruction.	**Standard 3: Considerations for Professional Growth Plan**
3.8 Establishes a positive rapport with staff and students.	

Standards/Performance Criteria

Standard 4. Enables Students to Become Effective Information Users	
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	4.7 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.	4.8 Incorporates the use of technology in accessing information.
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	4.9 Assists students in the use of multi-media for completed projects.
4.4 Provides for independent and cooperative group learning.	**Standard 4. Considerations for Professional Growth Plan**
4.5 Guides students in the selection of appropriate resources.	
4.6 Promotes appreciation of various forms of literature emphasizing the highest quality.	

Standards/Performance Criteria

Standard 5. Assumes Responsibility for Professional Growth Practices	
5.1 Follows the school's policies and procedures.	5.7 Adheres to school board policies and administrative procedures.
5.2 Promotes compliance with the copyright law.	5.8 Adheres to the state professional Code of Ethics 16 KAR 1:020.
5.3 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.	5.9 Performance of duties consistent with school, community goals and administrative regulations.
5.4 Attends local professional growth activities and meetings.	**Standard 5. Considerations for Professional Growth Plan**
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences and other activities related to the field.	
5.6 Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.	

Standards/Performance Criteria

Standard 6. Demonstrates Implementation of Technology

6.1 Operates a multimedia computer and peripherals to install and use a variety of software.	6.10 Practices equitable and legal use of computers and technology in both professional and personal activities.
6.2 User terminology related to computers and technology appropriately in written and oral communication.	6.11 Facilitates the lifelong learning of self and others through the use of technology.
6.3 Demonstrates knowledge of the use of technology in business, industry, and society.	6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	6.13 Applies research-based instructional practices that use computers and other technology.
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	6.14 Designs lessons that integrate computers and other technology to cre3ate effectively meet the needs of diverse learners.
6.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	6.15 Uses technology to support multiple assessments of student learning.
6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.	6.16 Designs lessons that ask students to practice the equitable, ethical, and legal use of technology.
6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.	**Standard 6. Considerations for Professional Growth Plan**

6.9 Designs lessons that include technology and human issues to address diverse students needs and different learning styles.	

Standards/Performance Criteria

Standard 7. Implements/Manages Instruction	
7.1 Communicates specific goals and high expectations for learning.	7.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
7.2 Connects learning with student's prior knowledge, experiences and backgrounds and aspirations for future roles.	7.6 Stimulates students to reflect on their own ideas and those of others.
7.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	7.7 Uses appropriate questioning strategies to help students solve problems and thin critically.
7.4 Uses management techniques that are fair and respect diversity to develop multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	**Standard 7. Considerations for Professional Growth Plan**

SUMMATIVE CONFERENCE FORM
Media Specialist
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN AND
SUMMATIVE EVALUATION (rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the media specialist's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee/Observee_____   Position_____

Evaluator/Observer_____   Position_____

Date of Conference (Analysis) _____

Tenured: _____   Non-Tenured: _____

Work Site   _____

The primary purpose of the evaluation system is to assist individuals in professional growth and development. This will enable individuals to develop and maintain skills necessary for aiding students in achieving academic expectations.

A strong library media program is one key to increasing student achievement. Schools, which view the library media center as an integral part of the instructional program with resources necessary to influence student achievement, increase their opportunity for success. Effective library media specialists promote information literacy as they help student access, synthesize, produce and communicate information.

Effective library media specialists provide instruction in informational and instructional technologies; access to information resources; and help in interpreting and communicating intellectual content. Collaboration between teachers and library media specialists can result in students developing an inquiry/problem-solving approach to research that develops higher order thinking skills.

The following performance standards have been selected to help develop a library media program that will assist the school in achieving the main goal of improving student achievement.

1   Demonstrates Proficiency in the Management and Administration of the Library

2   Provides Exemplary Resources Through Collection Development

3   Provides Effective Library Media Services

4   Enables Students to Become Effective Information Users

5   Assumes Responsibility for Professional Growth Practices

6   Demonstrates Implementation of Technology

An evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked. If half or more of the performance criteria for a standard are marked Does Not Meet, a Corrective Action Plan must be developed following the guidelines in the Paintsville Independent Certified Evaluation Policy.

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 1. Demonstrates Proficiency in the Management and Administration of the Library Media Center		More than one rating can be checked				Discussion Topics
		Meets	Growth Needed	Does Not Meet	Not Applicable	
1.1	Plans long-range goals of the library media center program with faculty, administration and students					
1.2	Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program					
1.3	Administers the budget according to the goals and objectives of the program					
1.4	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library					
1.5	Develops library media center policies, eg. Materials selection, collection development, circulation, challenged materials, copyright and technology					
1.6	Administers a library media program that utilizes flexible access					
1.7	Develops plans for maintaining a technologically current facility and program					
1.8	Organizes, classifies, and catalogs library media materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of congress, MARC format					
1.9	Solicits suggestions from and communicates with faculty and students about service, materials, programs, and facilities					
1.10	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.					
1.11	Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty					
1.12	Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.					
1.13	Responsible for the proper use of the facility, materials, and equipment					
1.14	May plan &/or participate in special projects, proposals, eg. book fairs					
1.15	Trains and supervises library media center clerical staff, volunteers and student helpers					
Overall Rating for Standard 1						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 2. Provides Exemplary Resources through collection Development		More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable	
2.1	Follows the district approved selection policy which includes a procedure for the reconsideration of materials					
2.2	Possess broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum					
2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional judgment recommendations					
2.4	Maintains a professional collection					
2.5	Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the schools curriculum and educational philosophy					
2.6	Keeps a card or automated catalog current					
2.7	Maintains statistical records and shelf list needed to verify collections of the library media center holdings					
2.8	Makes general repairs, weeds collection, and takes annual inventory					
Overall Rating for Standard 2						

Standards/Performance Criteria	Performance/Products/Portfolio Ratings				Discussion Topics
Standard 3. Provides Effective Library Media Services	More than one rating can be checked				
	Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school					
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.					
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers					
3.4 Provides the leadership role and expertise for the incorporation of information and instructional technologies into the school curriculum.					
3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.					
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials					
3.7 Assist faculty in the selection of materials to supplement classroom instruction					
3.8 Establishes a positive rapport with staff and students					
3.9 Makes the library media center and its resources accessible to students and faculty.					
3.10 Provides orientation for new faculty and students					
3.11 Maintains effective communication with staff and students, eg. Informs faculty and students of new acquisitions and services					
3.12 Facilitates the circulation of materials among schools in the district or with other agencies					
3.13 Is available as a personal resource for all students and faculty					
3.14 Provides the resources and promotes recreational reading for the school community					
Overall Rating for Standard 3					

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 4. Enables Students to Become Effective Information Users		Meets	Growth Needed	Does Not Meet	Not Applicable	
4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations					
4.2	Informally evaluates individual and group needs and provides appropriate learning experiences					
4.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.					
4.4	Provides for independent and cooperative group learning					
4.5	Guides students in the selection of appropriate resources					
4.6	Promotes appreciation of various forms of literature emphasizing the highest quality.					
4.7	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.					
4.8	Incorporates the use of technology in accessing information.					
4.9	Assists students in the use of multi-media for completed projects.					
Overall Rating for Standard 4						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 5. Assumes Responsibility for Professional Growth Practices		More than one rating can be checked				
	Meets	Growth Needed	Does Not Meet	Not Applicable		
5.1 Follows the school's policies and procedures						
5.2 Promotes compliance with the copyright law						
5.3 Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality						
5.4 Attends local professional growth activities and meetings						
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences and other activities related to the field						
5.6 Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.						
5.7 Adheres to school board policies and administrative procedures						
5.8 Adheres to professional code of ethics 16 KAR 1:020.						
5.9 Demonstrates performance of duties consistent with school, community goals and administrative regulations.						
Overall Rating for Standard 5						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 6. Demonstrates Implementation of Technology		Meets	Growth Needed	Does Not Meet	Not Applicable	
6.1	Operates a multimedia computer and peripherals to install and use a variety of software.					
6.2	User terminology related to computers and technology appropriately in written and oral communication					
6.3	Demonstrates knowledge of the use of technology in business, industry, and society					
6.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations					
6.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.					
6.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction					
6.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction					
6.8	Requests and uses appropriate assistive and adaptive devices for students with special needs					
6.9	Designs lessons that include technology and human issues to address diverse students needs and different learning styles					
6.10	Practices equitable, and legal use of computers and technology in both professional and personal activities					
6.11	Facilitates the lifelong learning of self and others through the use of technology					
6.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation					
6.13	Applies research-based instructional practices that use computers and other technology					
6.14	Designs lessons that integrate computers and other technology to cre3ate effectively meet the needs of diverse learners					
6.15	Uses technology to support multiple assessments of student learning					
6.16	Designs lessons that ask students to practice the equitable, ethical, and legal use of technology					
Overall Rating for Standard 6						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 7. Implements/Manages Instruction	Meets	Growth Needed	Does Not Meet	Not Applicable		
7.1	Communicates specific goals and high expectations for learning					
7.2	Connects learning with student's prior knowledge, experiences and backgrounds and aspirations for future roles					
7.3	Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned					
7.4	Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.					
7.5	Provides opportunities for students to increase their knowledge of cultural similarities and differences					
7.6	Stimulates students to reflect on their own ideas and those of others					
7.7	Uses appropriate questioning strategies to help students solve problems and thin critically					
Overall Rating for Standard 7						

SUMMATIVE EVALUATION FOR
MEDIA SPECIALIST
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the media specialist's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee _____   Position _____

Evaluator _____   Position _____

Work Site _____   Tenured: _____ Non-Tenured: _____

Date(s) of Observation(s)   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conference(s)   1st_____   2nd_____   3rd_____   4th_____

Media Specialist Standards	Ratings		
	Meets Individual Standard	Growth Needed	* Does Not Meet
1. Management			
2. Resources			
3. Effective Services			
4. Information Users			
5. Professional Growth			
6. Technology			
7. Manages Instruction			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) listed below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____
7. _____

Evaluatee's Comments: _____
_____
_____

Evaluator's Comments: _____
_____
_____
_____

This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

Evaluatee   **___ Agree with this summative evaluation**

         ___ Disagree with this summative evaluation

         Signature: _____ Date: _____

Evaluator   Signature: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Paintsville Independent School District's evaluation plan.

For District Office:	
	Meets administrator standards
	Growth needed for administrator standards
	Does not meet administrator standards

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.

*A rating in the "does not meet" column requires the development of an Individual Corrective Action Plan

SUMMATIVE EVALUATION FORM
For Speech-Language Pathologist
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN AND
SUMMATIVE EVALUATION
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the SLPs professional growth plan and summative evaluation instrument.
This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities,
portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee/Observee_____ **Position**_____ **Tenured: _____ Non-Tenured: _____**

Evaluator/Observer_____ **Position**_____

Date of Conference (Analysis) _____ **Work Site**_____

The primary purpose of the evaluation system is to assist individuals in professional growth and development. This will enable individuals to develop and maintain skills necessary for aiding students in achieving academic expectations.

The standards and criteria included in the evaluation instrument describe what effective SLPs do in authentic therapy situations and those therapy techniques, behaviors and processes that are most critical to student learning. They imply more than the mere demonstration of SLP competencies. They imply consistent quality performances of therapeutic tasks. Authentic therapeutic tasks provide opportunities and contexts for performances by SLPs while developing the following skills in their students.

The following standards reflect the characteristics of effective SLPs we will use in this evaluation.
1   Implements Assessment Procedures
2   Demonstrates a Readiness to Teach
3   Demonstrates a Proficiently Managed Environment
4   Demonstrates Proficiency in Managing Student Behavior
5   Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences
6   Teaches the Skills Necessary for Students to Become Productive Members of Various Groups
7   Uses a Variety of Effective Teaching Techniques- Equipment, Media, and Materials
8   Uses Teaching Strategies that Increase Student Motivation
9   Reports to Parent/Guardian on the Basis of The Results of Student Progress Assessment
10 Collaborates with Teachers and Staff
11 Meets Professional Standards
12 Uses Professional Growth Activities to Improve the Speech Therapy Program
13 Demonstrates Implementation of Technology

An evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked. If half or more of the performance criteria for a standard are marked Does Not Meet, a Corrective Action Plan must be developed following the guidelines in the Paintsville Independent Certified Evaluation Policy.

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 1: Implements Assessment Procedures		More than one rating can be checked				Discussion Topics
		Meets	Growth Needed	Does Not Meet	Not Applicable	
1.1	Assists and guides teachers through the referral process.					
1.2	Provides screening to identify need for further assessment.					
1.3	Provides a thorough assessment and diagnosis.					
1.4	Maintains ongoing records of referred, screened and eligible students.					
1.5	Follows timelines from initial referral to placement.					
1.6	Completes all forms as required before placement and re-evaluation.					
1.7	Compiles case history as needed.					
1.8	Assists in referrals to agencies.					
Overall Rating for Standard 1						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				
Standard 2: Demonstrates a Readiness to Teach		Meets	Growth Needed	Does Not Meet	Not Applicable	Discussion Topics
2.1	Selects appropriate student objectives as dictated by ARC and IEP.					
2.2	Selects appropriate learning experiences.					
2.3	Uses time effectively.					
2.4	Prepares instruction on the basis of individual needs.					
2.5	Analyzes sources of factual information for accuracy.					
2.6	Presents content in a manner that reflects sensitivity to a multicultural and global perspective.					
Overall Rating for Standard 2						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 3: Demonstrates a Proficiently Managed Environment		More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable	
3.1	Arranges setting to support learner activities.					
3.2	Provides for a safe and orderly environment.					
3.3	Uses management techniques that are fair and respect diversity and classroom procedures that are clear and easily managed.					
3.4	Uses classroom procedures that permit independent and interdependent learning.					
Overall Rating for Standard 3						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 4: Demonstrates Proficiency in Managing Student Behavior		More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable	
4.1	Establishes and clearly communicates expectations.					
4.2	Reinforces acceptable student behaviors.					
4.3	Uses appropriate consequences for altering unacceptable student behaviors.					
4.4	Monitors student behaviors.					
4.5	Holds each student accountable for his/her own behaviors.					
4.6	Creates a climate in which students display initiative and accept responsibility for learning and conduct.					
4.7	Demonstrates fairness and consistency in enforcing behavior expectations.					
4.8	Manages disruptive behavior constructively while maintaining instructional momentum.					
Overall Rating for Standard 4						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 5: Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences		More than one rating can be checked				
	Meets	Growth Needed	Does Not Meet	Not Applicable		
5.1 Implements therapy related to classroom curriculum when possible.						
5.2 Designs and implements themes of interest to students.						
5.3 Provides for critical differences of students in curriculum and instruction planning and implementation.						
5.4 Uses student performance to evaluate growth.						
Overall Rating for Standard 5						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups		More than one rating can be checked				
	Meets	Growth Needed	Does Not Meet	Not Applicable		
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others).						
6.2 Teaches skills for group communication, listening, and speaking.						
Overall Rating for Standard 6						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 7: Uses a Variety of Effective Teaching Techniques, Equipment, Media, and Materials		More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable	
7.1	Uses cooperative learning strategies, when appropriate.					
7.2	Provides multi-activities.					
7.3	Selects teaching techniques that match the readiness of students to learn.					
7.4	Provides for independent and interdependent learning.					
7.5	Maintains a schedule that assures students will experience success.					
7.6	Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)					
7.7	Demonstrate knowledge about technology in the speech environment.					
7.8	Incorporates use of technology into instructional plan, when possible.					
7.9	Uses community resources to enhance instruction.					
Overall Rating for Standard 7						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 8: Uses Teaching Strategies That Increase Student Motivation		More than one rating can be checked				Discussion Topics
		Meets	Growth Needed	Does Not Meet	Not Applicable	
8.1	Is knowledgeable of total communication strategies.					
8.2	Provides all students with the opportunity for successful experiences.					
8.3	Demonstrates high expectations.					
8.4	Demonstrates a high level of concern for student success.					
8.5	Communicates a positive classroom climate of mutual respect.					
8.6	Promotes interest through personalizing instruction and novel approaches.					
8.7	Provides knowledge of results that are meaningful and timely.					
8.8	Provides specific feedback.					
8.9	Demonstrates a caring attitude.					
8.10	Demonstrates consistent communication with parent/guardian.					
Overall Rating for Standard 8						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment		More than one rating can be checked				Discussion Topics
	Meets	Growth Needed	Does Not Meet	Not Applicable		
9.1	Prepares paperwork in advance and has necessary forms available for parent conferences.					
9.2	Uses narrative methods of reporting student progress when appropriate.					
9.3	Shows actual expectations met by student.					
9.4	Conducts conferences with parent/guardian.					
9.5	Maintains confidentiality.					
9.6	Maintains on-going communication with parent/guardian.					
9.7	Provides information regarding agencies/programs available within the community as needed.					
Overall Rating for Standard 9						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 10: Collaborates with Teachers and Staff		More than one rating can be checked				Discussion Topics
	Meets	Growth Needed	Does Not Meet	Not Applicable		
10.1	Plans with classroom teachers and staff to implement therapy.					
10.2	Cooperatively develops IEP goals and objectives with special education teachers who have students with speech services.					
10.3	Serves as a consultant on topics regarding speech/language development.					
10.4	Assists in proper referral of individuals or agencies and specialists in the community as appropriate.					
10.5	Shares instructional materials and media.					
Overall Rating for Standard 10						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 11: Meets Professional Standards		More than one rating can be checked				Discussion Topics
	Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
11.1	Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.					
11.2	Meets assigned time frames.					
11.3	Serves on Committees.					
11.4	Fulfills out-of-class obligations/duties.					
11.5	Maintains confidentiality regarding students.					
11.6	Shows positive working relationship with faculty and staff.					
11.7	Follows proper channels to address issues and problems.					
11.8	Shows proper regard toward students.					
11.9	Demonstrates good judgment in decision making					
11.10	Seeks further education training.					
11.11	Participates in workshops, seminars, and other professional growth opportunities					
11.12	Belongs to professional organizations.					
11.13	Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.					
11.14	Adheres to school board policies and administrative procedures.					
11.15	Adheres to the state professional Code of Ethics 16 KAR 1:020					
11.16	Demonstrates performance of duties consistent with school, community goals and administrative regulations.					
Overall Rating for Standard 11						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 12: Uses Professional Growth Activities to Improve the Speech Therapy Program		More than one rating can be checked				
	Meets	Growth Needed	Does Not Meet	Not Applicable	
12.1	Identifies professional growth activities, which will improve the speech therapy program and demonstrates professional growth.					
12.2	Develops Professional Growth Plan					
12.3	Develops a plan that is congruent with the school and district mission and goals.					
12.4	Revises Professional Growth Plan as goals change.					
Overall Rating for Standard 12						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 13: Demonstrates Implementation of Technology		More than one rating can be checked				Discussion Topics
	Meets	Growth Needed	Does Not Meet	Not Applicable		
13.1	Operates a multimedia computer and peripherals to install and use a variety of software.					
13.2	Uses terminology related to computers and technology appropriately in written and verbal communication.					
13.3	Demonstrates knowledge of the use of technology in business, industry, and society.					
13.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.					
13.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.					
13.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.					
13.7	Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction.					
13.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.					
13.9	Designs lessons that use technology to address diverse student needs and learning styles.					
13.10	Practices equitable and legal use of computers and technology in professional activities.					
13.11	Facilitates the lifelong learning of self and others through the use of technology.					
13.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation.					
13.13	Applies research-based instructional practices that use computers and other technology.					
13.14	Uses computers and other technology for individual, small group learning activities.					
13.15	Use technology to support multiple assessment student learning.					
13.16	Instructs and supervises students in the ethical and legal use of technology.					
Overall Rating for Standard 13						

SUMMATIVE EVALUATION
FOR SPEECH-LANGUAGE PATHOLOGIST (rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the SLPs professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

Work Site _____ Tenured: _____ Non-Tenured: _____

Date(s) of Observation(s) 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s) of Conference(s) 1st_____ 2nd_____ 3rd_____ 4th_____

Ratings

SLP Standards	Meets Individual Standards	Growth Needed	* Does Not Meet
1. Implements Assessment Procedures			
2. Demonstrates a Readiness to Teach			
3. Demonstrates a Proficiently Managed Environment			
4. Demonstrates Proficiency in Managing Student Behavior			
5. Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences			
6. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups			
7. Uses a Variety of Effective Teaching Techniques- Equipment, Media, and Materials			
8. Uses Teaching Strategies that Increase Student Motivation			
9. Reports to Parent/Guardian on the Basis of The Results of Student Progress Assessment			
10. Collaborates with Teachers and Staff			
11. Meets Professional Standards			
12. Uses Professional Growth Activities to Improve the Speech Therapy Program			
13. Demonstrates Implementation of Technology			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) listed below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments:

_____

_____

Evaluator's Comments:

_____

_____

This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

Evaluatee   ___ **Agree with this summative evaluation.**

___ **Disagree with this summative evaluation.**

Signature: _____ Date: _____

Evaluator   Signature: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Paintsville Independent School District's evaluation plan.

For District Office:	
	Meets administrator standards
	Growth needed for administrator standards
	Does not meet administrator standards

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.

A rating in the "does not meet" column requires the development of an Individual Corrective Action Plan

Paintsville Independent Schools Certified Evaluation Plan (revised Spring 2009)

SUMMATIVE CONFERENCING FORM

Special Education Teachers
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSONAL GROWTH PLAN AND
SUMMATIVE EVALUATION
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee/Observee_____   Position_____   Tenured: _____   Non-Tenured: _____

Evaluator/Observer_____   Position_____

Date of Conference (Analysis) _____   Work Site_____

TEACHER STANDARDS

The ten standards and criteria included in the evaluation instrument describe what effective teachers do in authentic teaching situation and those teaching behaviors and processes that are most critical to student learning. They imply more than the mere demonstration of teaching competencies. They imply consistent quality performances on teaching tasks. Authentic teaching tasks provide opportunities and contexts for performances by teachers while developing the following skills in their students.

1   Using basic communication and mathematics skills in finding, organizing, expressing and responding to information and ideas

2   Applying core concepts and principles from science, arts and humanities, mathematics, practical living, social studies, and vocational studies.

3   Becoming a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.

4   Become a responsible group member who demonstrates consistent, responsive, and caring behavior, interpersonal skills, respect for the rights and responsibilities of others, worldviews, and an open mine to other perspectives.

5   Thinking and solving problems including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.

6   Connecting and integrating experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real life situations.

SPECIAL EDUCATION TEACHER STANDARDS

1. Instructional Process
2. Classroom Management

3. Interpersonal Relationships
4. Professional Responsibilities

There are three ratings indicated for each of the performance criteria listed for these standards. In an evaluation Meets the performance criteria, this column will be marked. An evaluatee may Meet the performance criteria and still need growth. In this case both columns may be marked. If an evaluatee does not meet the performance criteria and the Does Not Meet is marked, the Growth Needed column must be checked.

If half or more of the performance criteria for a standard are marked Does Not Meet, a Corrective Action Plan must be developed following the guidelines in the Paintsville Independent School's Certified Evaluation Policy.

SPECIAL EDUCATION TEACHER STANDARDS

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				
Standard 1: Instructional Process	Meets	Growth Needed	Does Not Meet	Not Observed	Discussion Topics
1.1	Implements specially designed instruction according to I.E.P.					
1.2	Correlates I.E.P. objectives with lesson plans.					
1.3	Uses a variety of specially designed instructional materials, e.g. taped texts, highlighted materials, computer word processors, calculators, assistive technology devices etc.					
1.4	Modifies instruction for students according to I.E.P.					
1.5	Uses a variety of modifications in lessons prepared for the regular classroom, e.g. shortened assignments, oral tests, group projects, modified grading scale, extended time, etc.					
1.6	Prepares modified materials that are aligned with daily lesson plans.					
Overall Rating for Standard 1					

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				
Standard 2: Classroom Management	Meets	Growth Needed	Does Not Meet	Not Observed	Discussion Topics
2.1	Designs and implements behavior management plans according to I.E.P.					
2.2	Uses management techniques that are fair and respect diversity to influence the classroom environment, e.g. preferential seating, study carrels, time-out areas, etc.					
2.3	Develops behavior contingency plans for individual students, e.g. contracts, point systems, phase systems, charts, progress reports, parent communications, etc.					
Overall Rating for Standard 2					

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				
Standard 3: Interpersonal Relationships	**Meets**	**Growth Needed**	**Does Not Meet**	**Not Observed**	Discussion Topics
3.1	Serves as a consultant/resource to regular education teachers.					
3.2	Provides appropriate information on special needs students to other school personnel, e.g. strengths/weaknesses, preferred modalities, needed environmental modifications, I.E.P. goals, health/school history, etc.					
3.3	Keeps school personnel updated on eligibility requirements for special education placement when requested.					
3.4	Consults with teachers, regarding pre-referral collaboration techniques for at-risk students in the regular classroom.					
3.5	Consults with regular classroom teachers about instructional and behavioral modifications for special education students.					
Overall Rating for Standard 3						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				Discussion Topics
Standard 4: Professional Responsibilities	Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**		Discussion Topics
4.1	Develops I.E.P. objectives which correspond with present levels of student performance and allow for continuous student progress.					
4.2	Monitors objectives.					
4.3	Works with other teachers to monitor I.E.P. objectives addressed in the regular classroom using monitoring notebooks, charts, etc.					
4.4	Reports status of current I.E.P. objectives, i.e. met, not met, continued.					
4.5	Plans and prepares for Admissions and Release Committee (A.R.C.) meetings.					
4.6	Consults with other teachers on student progress.					
4.7	Communicates positive attributes of students as well as needs.					
4.8	Completes required due process paperwork efficiently and correctly.					
4.9	Complies with district timelines.					
4.10	Assists with meeting pre-referral and referral timelines, e.g. attends pre-referral meetings when asked, provides suggestions for classroom interventions and baseline, data, helps collect data, etc..					
4.11	Assists with evaluations.					
4.12	Demonstrates knowledge of due process procedures.					
4.13	Follows district due process, procedures, and guidelines.					
4.14	Participates in professional development training focusing on special needs students.					
4.15	Participates in school-wide professional development.					
4.16	Observes confidentiality in the school and community.					
4.17	Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.					
4.18	Demonstrates performance of duties consistent with school, community goals and administrative regulations.					
4.19	Adheres to professional code of ethics 16 KAR 1:020.					
Overall Rating for Standard 4						

TEACHER STANDARDS

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
		More than one rating can be checked				
Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	Meets	Growth Needed	Does Not Meet	Not Observed		Discussion Topics
1.1 **Communicates concepts, processes, and knowledge.** Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.						
1.2 **Connects content to life experiences of student** Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.						
1.3 **Demonstrates instructional strategies that are appropriate for content and contribute to student learning.** Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.						
1.4 **Guides students to understand content from various perspectives.** Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.						
1.5 **Identifies and addresses students' misconceptions of content.** Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.						
## Overall Rating for Standard 1						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				Discussion Topics
		Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**	
2.1	**Develops significant objectives aligned with standards.** Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.					
2.2	**Uses contextual data to design instruction relevant to students.** Plans and designs instruction that is based on significant contextual and pre-assessment data.					
2.3	**Plans assessments to guide instruction and measure learning objectives**. Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.					
2.4	**Plans instructional strategies and activities that address learning objectives for all students.** Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.					
2.5	**Plans instructional strategies and activities that facilitate multiple levels of learning.** Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.					
Overall Rating for Standard 2						

Standards/Performance Criteria	Performance/Products/Portfolio Ratings				
	More than one rating can be checked				Discussion Topics
Standard 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	**Meets**	**Growth Needed**	**Does Not Meet**	**Not Observed**	
3.1 **Communicates high expectations.** Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.					
3.2 **Establishes a positive learning environment.** Maintains a fair, respectful, and productive classroom environment conducive to learning.					
3.3 **Values and supports student diversity and addresses individual needs.** Consistently uses appropriate and responsive instructional strategies that address the needs of all students.					
3.4 **Fosters mutual respect between teacher and students and among students.** Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.					
3.5 **Provides a safe environment for learning.** Maintains a classroom environment that is both emotionally and physically safe for all students.					

Overall Rating for Standard 3

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				
	Meets	Growth Needed	Does Not Meet	Not Observed	Discussion Topics	
4.1 **Uses a variety of instructional strategies that align with learning objectives and actively engage students.** Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.						
4.2 **Implements instruction based on diverse student needs and assessment data.** Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.						
4.3 **Uses time effectively.** Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.						
4.4 **Uses space and materials effectively.** Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.						
4.5 **Implements and manages instruction in ways that facilitate higher order thinking.** Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.						

Overall Rating for Standard 4

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				Discussion Topics
		Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**	
5.1	**Uses pre-assessments.** Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.					
5.2	**Uses formative assessments.** Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.					
5.3	**Uses summative assessments.** Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.					
5.4	**Describes, analyzes, and evaluates student performance data.** Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice					
5.5	**Communicates learning results to students and parents.** Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.					
5.6	**Allows opportunity for student self-assessment.** Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.					

Overall Rating for Standard 5

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.		More than one rating can be checked				Discussion Topics
		Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**	
6.1	**Uses available technology to design and plan instruction.** Uses appropriate technology to design and plan instruction that supports and extends learning of all students.					
6.2	**Uses available technology to implement instruction that facilitates student learning**. Designs and implements research-based, technology-infused instructional strategies to support learning of all students.					
6.3	**Integrates student use of available technology into instruction.** Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.					
6.4	**Uses available technology to assess and communicate student learning.** Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.					
6.5	**Demonstrates ethical and legal use of technology.** Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.					
Overall Rating for Standard 6						

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs.		More than one rating can be checked				Discussion Topics
	Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**	
7.1 **Uses data to reflect on and evaluate student learning.** Uses formative and summative performance data to determine the learning needs of all students.						
7.2 **Uses data to reflect on and evaluate instructional practice.** Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.						
7.3 **Uses data to reflect on and identify areas for professional growth.** Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.						

Overall Rating for Standard 7

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		More than one rating can be checked				Discussion Topics
		Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**	
8.1	**Identifies students whose learning could be enhanced by collaboration.** Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.					
8.2	**Designs a plan to enhance student learning that includes all parties in the collaborative effort.** Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.					
8.3	**Implements planned activities that enhance student learning and engage all parties.** Explains how the collaboration to enhance student learning has been implemented.					
8.4	**Analyzes data to evaluate the outcomes of collaborative efforts.** Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.					

Overall Rating for Standard 8

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.		More than one rating can be checked				Discussion Topics
	Meets	**Growth Needed**	**Does Not Meet**	**Not Observed**		
9.1	**Self assesses performance relative to Kentucky's Teacher Standards.** Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.					
9.2	**Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.** Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.					
9.3	**Designs a professional growth plan that addresses identified priorities.** Designs a clear, logical professional growth plan that addresses all priority areas.					
9.4	**Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.** Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.					

Overall Rating for Standard 9

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				Discussion Topics
Standard 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	Meets	Growth Needed	Does Not Meet	Not Observed		
10.1	**Identifies leadership opportunities that enhance student learning and/or professional environment of the school.** Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.					
10.2	**Develops a plan for engaging in leadership activities.** Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.					
10.3	**Implements a plan for engaging in leadership activities.** Effectively implements the leadership work plan.					
10.4	**Analyzes data to evaluate the results of planned and executed leadership efforts.** Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.					

Overall Rating for Standard 10

SUMMATIVE EVALUATION
FOR SPECIAL EDUCATION TEACHERS (rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee _____   Position _____

Evaluator _____   Position _____

Work Site _____   Tenured: _____ Non-Tenured: _____

Date(s) of Observation(s)   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conference(s)   1st_____   2nd_____   3rd_____   4th_____

Ratings

Teacher Standards	Meets	* Does Not Meet
1. Demonstrates Professional Leadership		
2. Demonstrates Knowledge of Content		
3. Designs/Plans Instruction		
4. Creates/Maintains Learning Climate		
5. Implements/Manages Instruction		
6. Assesses/Communicates Learning Results		
7. Reflects/Evaluates Teaching/Learning		
8. Collaborates with Colleagues/Parents/Others		
9. Engages in Professional Development		
10. Demonstrates Implementation of Technology		
Overall Rating		

Special Education Teacher Standards	Meets	* Does Not Meet
1. Instructional Process		
2. Classroom Management		
3. Interpersonal Relationships		
4. Professional Responsibilities		
Overall Rating		

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) listed below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____
7. _____   8. _____   9. _____   10. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

atee   ___ **Agree with this summative evaluation.**

              ____ **Disagree with this summative evaluation.**

Signature: _____ Date: _____

Evaluator   Signature: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Paintsville Independent School District's evaluation plan.

Employment Recommendation to District Office:	
	Meets administrator standards
	Growth needed for administrator standards
	Does not meet administrator standards

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.

*A rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

SUMMATIVE EVALUATION FORM
For Administrators
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL GROWTH PLAN
SUMMATIVE EVALUATION
(rev. 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee/Observee_____   Position_____ Teaching Tenured: _____ Non-Tenured: _____

Evaluator/Observer_____   Position_____

Date of Conference (Analysis) _____   Work Site_____

The primary purpose of the evaluation system is to assist individuals in professional growth and development. This will enable individuals to develop and maintain skills necessary for aiding students in achieving academic expectations.

We recognize that leadership in schools and districts is a complex, multi-faceted task. Effective school leaders are strong educators who anchor their work on the central issues of learning and teaching, and school improvement. They are advocates for the children and communities they serve. They value and care for others, as individuals and as members of the educational community.

We acknowledge that there are differences in leadership that correspond to various roles. We also believe that issues of teaching and learning and creating positive learning environments is the heart and sole of effective leadership and are central to any leadership positions in the district. Therefore, this evaluation instrument will be used to evaluate the effectiveness of all principals and district office administrators.

The following standards reflect the characteristics of effective school leaders we will use in this evaluation:
1   A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulations, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2   A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3   A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4   A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5   A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6   A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

An evaluatee might simply *"meet"* the performance criteria and that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

If half or more of the performance criteria for a standard are marked Does Not Meet, a Corrective Action Plan must be developed following the guidelines in the Paintsville Independent Certified Evaluation Policy.

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 1. *The administrator facilitates processes and engages in activities ensuring that:* **Vision for Success is Established and Implemented**		More than one rating can be checked				Discussion Topics
	Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
1.1	The vision and mission of the school is effectively communicated to staff, parents, students, and community					
1.2	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities					
1.3	The core beliefs of the school vision are modeled for all stakeholders					
1.4	The vision is developed with and among stakeholders					
1.5	The contributions of school community members to the realization of the vision are recognized and celebrated					
1.6	Progress toward the vision and mission is communicated to all stakeholders					
1.7	The school community is involved in school improvement efforts					
1.8	The vision shapes the educational programs, plans, and actions					
1.9	Provides opportunities that encourage collaboration among others in the use of resources					
1.10	Assessment data related to student learning is used to develop the school vision and goals					
1.11	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.					
1.12	Barriers to achieving the vision are identified, clarified, and addressed					
1.13	Needed resources are sought and obtained to support the implementation of the school mission and goals.					
1.14	Existing resources are used in support of the school vision and goals					
1.15	The vision and implementation plans are regularly monitored, evaluated and revised					

Overall Rating for Standard 1

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
Standard 2 *The administrator facilitates processes and engages in activities ensuring that:* **Provide Appropriate School Culture and Learning Environment**		More than one rating can be checked				Discussion Topics
		Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
2.1	All individuals are treated with fairness, dignity, and respect					
2.2	Professional development promotes a focus on student learning consistent with the school vision and goals					
2.3	Students and staff feel valued and important					
2.4	The responsibilities and contributions of each individual are acknowledged					
2.5	Barriers to student learning are identified, clarified and addressed					
2.6	Diversity is considered in developing learning experiences.					
2.7	Life long learning is encouraged and modeled					
2.8	There is a culture of high expectations for self, student, and staff performance					
2.9	Technologies are used in teaching and learning					
2.10	Student and staff accomplishments are recognized and celebrated					
2.11	Multiple opportunities to learn are available to all students					
2.12	The school is organized and aligned for success					
2.13	Curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.					
2.14	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies					
2.15	The school culture and climate are assessed on a regular basis					
2.16	A variety of sources of information are used to make decisions.					
2.17	Student learning is assessed using a variety of techniques.					
2.18	Multiple sources of information regarding performance are used by staff and students					
2.19	Pupil personnel programs are developed to meet the needs of students and their families					

Overall Rating for Standard 2

Standards/Performance Criteria	Performance/Products/Portfolio Ratings				
Standard 3. *The administrator facilitates processes and engages in activities ensuring that:* **Ensure Effective Management Practices**	More than one rating can be checked				Discussion Topics
	Meets	Growth Needed	Does Not Meet	Not Applicable	
3.1 Knowledge of learning, teaching, and student development is used to make informed management decisions.					
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning					
3.3 Emerging trends are recognized, studied, and applied as appropriate					
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.					
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed					
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.					
3.7 Time is managed to maximize attainment of organizational goals					
3.8 Potential problems and opportunities are identified					
3.9 Problems are confronted and resolved in a timely manner					
3.10 Financial, human, and material resources are aligned to the goals of the school.					
3.11 The school acts entrepreneurally to support continuous improvement					
3.12 Organizational systems are regularly monitored and modified as needed					
3.13 Stakeholders are involved in decisions affecting schools					
3.14 Responsibility is shared to maximize ownership and accountability					
3.15 Effective problem-framing and problem-solving skills are used					
3.16 Effective conflict resolution skills are used.					
3.17 There is effective use of technology to manage school operations					
3.18 Fiscal resources of the school are managed responsibly, efficiently, and effectively.					
3.19 A safe, clean, and aesthetically pleasing school environment is created and maintained					
3.20 Human resource functions support the attainment of school goals					
3.21 Confidentiality and privacy of school records are maintained					

Overall Rating for Standard 3

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				
		More than one rating can be checked				Discussion Topics
Standard 4. *The administrator facilitates processes and engages in activities ensuring that:* **Effective Collaboration Occurs**		**Meets**	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
4.1	High visibility, active involvement, and communication with the larger community is a priority					
4.2	Relationships with community leaders are identified and nurtured					
4.3	Information about family and community concerns, expectations, and needs is used regularly.					
4.4	There is outreach to different business, religious, political, and service agencies and organizations					
4.5	Credence is given to individuals and groups who's values and opinions may conflict					
4.6	The school and community serve one another as resources					
4.7	Available community resources are secured to help the school solve problems and achieve goals					
4.8	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals					
4.9	Community youth family services are integrated with school programs.					
4.10	Community stakeholders are treated equitably					
4.11	Diversity is recognized and valued					
4.12	Effective media relations are developed and maintained					
4.13	A comprehensive program of community relations is established					
4.14	Public resources and funds are used appropriately and wisely					
4.15	Community collaboration is modeled for staff.					
4.16	Opportunities for staff to develop collaborative skills are provided					

Overall Rating for Standard 4

Standards/Performance Criteria		Performance/Products/Portfolio Ratings				Discussion Topics
Standard 5. *The administrator facilitates processes and engages in activities ensuring that:* **Ensures Integrity, Fairness, Ethics**		More than one rating can be checked				
		Meets	**Growth Needed**	**Does Not Meet**	**Not Applicable**	
5.1	Examines personal and professional values.					
5.2	Demonstrates a personal and professional code of ethics					
5.3	Demonstrates values, beliefs, and attitudes that inspire other to higher levels of performance					
5.4	Serves as a role model					
5.5	Accepts responsibility for school operations					
5.6	Considers the impact of one's administrative practices on others					
5.7	Uses the influence of the office to enhance the educational program -rather than for personal gain.					
5.8	Treats people fairly, equitably, and with dignity and respect					
5.9	Protects the rights and confidentiality of students and staff.					
5.10	Demonstrates appreciation for the sensitivity to the diversity in the school community					
5.11	Recognizes and respects the legitimate authority of others					
5.12	Examines and considers the prevailing values of the diverse school community					
5.13	Expects that others in the school community will demonstrate integrity and exercise ethical behavior					
5.14	Opens the school to public scrutiny					
5.15	Fulfills legal and contractual obligations					
5.16	Applies laws and procedures fairly, wisely, and considerately					
5.17	Adheres to school board policies and administrative procedures.					
5.18	Adheres to the state professional Code of Ethics.					

Overall Rating for Standard 5

Standards/Performance Criteria			Performance/Products/Portfolio Ratings				Discussion Topics
Standard 6. *The administrator facilitates processes and engages in activities ensuring that:* **Political, Economic, Legal Processes are Followed**			More than one rating can be checked				
		Meets	Growth Needed	Does Not Meet	Not Applicable		
6.1	The environment in which schools operate is influenced on behalf of students and their families						
6.2	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.						
6.3	There is an ongoing dialogue with representatives of diverse community groups						
6.4	The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.						
6.5	Public policy is shaped to provide a quality education for all students.						
6.6	Lines of communication are developed with decision makers outside the school community.						
6.7	Demonstrates performance of responsibility related to assignment including attendance, punctuality, and evaluation results.						
6.8	Demonstrates performance of duties consistent with school, community goals and administrative regulations.						
6.9	Adheres to professional code of ethics 16 KAR 1:020.						

Overall Rating for Standard 6

SUMMATIVE EVALUATION
FOR ADMINISTRATORS
(rev 5/12/09)

Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, conferences, work samples, reports, walkthroughs, and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

Work Site _____

Date(s) of Observation(s)   1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conference(s)   1st_____   2nd_____   3rd_____   4th_____

	Ratings		
Administrator Standards	**Meets Individual Standard**	**Growth Needed**	***Does Not Meet**
1. Vision			
2. School Culture and Learning			
3. Management			
4. Collaboration			
5. Integrity, Fairness, Ethics			
6. Political, Economic, Legal			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) listed below:

1. _____   2. _____   3. _____   4. _____   5. _____   6. _____

Evaluatee's Comments:
_____
_____
_____

Evaluator's Comments:
_____
_____
_____

This review has been discussed with the employee who has been given a copy.
Signatures acknowledge completion of the evaluation and not necessarily agreement.

Evaluatee   ___ **Agree with this summative evaluation.**

                   ___ **Disagree with this summative evaluation.**

Signature: _____ Date: _____

Evaluator   Signature: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Paintsville Independent School District's evaluation plan.

For	**District Office:**
	Meets administrator standards
	Growth needed for administrator standards
	Does not meet administrator standards

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.

*A rating in the "does not meet" column requires the development of an Individual Corrective Action Plan